OISE/UT LIBRARY
3 0005 03175812 4

blic District School Board Writing Partnership

Course Profile

Beginning Literacy ELD Level 1

Grade 9
Open

• *for teachers by teachers*

OHEC
428.007
12713
059MET/Es
Beg.Lit.
9C no.1
op c.2

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of the document.

©Queen's Printer for Ontario

Acknowledgments

Public District School Board Writing Team - English Literacy Development

Lead Board

Toronto District School Board

Course Profile Writing Team

Jane Campbell
Hazel Excell
Denise Gordon
Jane Hill
Elaine Iannuzziello
Paula Markus (Team Leader)
Eleanor Minuk
Jane Sims
Ero Siouga
Betty Ann Taylor

LIBRARY
JUN 14 2001
OISE/UT

Course Overview
English Literacy Development, ELDAO, Open, Level 1

Identifying Information:

School:
Department:
District
Course Title:
Grade: **Course Type:**
Course Type:
Ministry Course Code:
Credit Value:

Course Developer(s): Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor
Development Date: April 1999
Course Revisor(s):

Revision Date:

Description/Rationale

This course builds on students' previous education and language knowledge to introduce basic literacy skills and to help students adjust to their new cultural environment. Students will learn to read and write for everyday purposes, personal development, and enjoyment. Students will also learn school routines and personal management skills.

Unit Titles (Time and Sequence)

Unit 1	Orientation to School Life	25 hours
Unit 2	Numbers in Everyday Life	20 hours
Unit 3	Health and Safety	20 hours
Unit 4	Canada: Our New Home	25 hours
Unit 5	Save Our Planet	20 hours

Unit Organization

Unit #1: Orientation to School Life
Time: 25 hours

Description: In this introductory unit, students will begin to respond appropriately to oral instructions and information in a classroom setting and to adapt to some key teacher expectations and school routines. Students will begin to understand some basic facts and concepts about printed text, such as school maps, school calendars, agenda books, and timetables, and to use some basic patterns of standard Canadian English in several simple forms of writing.

Strands & Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.01L, AORV.02L, AORV.03L
Specific Expectations: AOR1.01L, AOR1.02L, AOR1.03L, AOR1.04L, AOR1.05L

Strand: Reading
Overall Expectations: AREV.01L, AREV.02L, AREV.03L
Specific Expectations: ARE1.03L, ARE1.04L, ARE1.05L, ARE2.01L, ARE2.03L, ARE2.04L, ARE2.05L, ARE3.01L, ARE3.02L, ARE3.04L

Strand: Writing
Overall Expectations: AWRV.01L
Specific Expectations: AWR1.01L, AWR1.02L

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02L
Specific Expectations: ASC2.01L, ASC2.02L, ASC2.03L, ASC2.04L, ASC2.05L, ASC2.06L, ASC2.07L, ASC2.08L

Unit #2: Numbers in Everyday Life
Time: 20 hours

Description: Students will begin to familiarize themselves with the community outside the classroom. They will learn the language needed to interact in stores and shops. They will begin to read simple written materials and to produce short, structured pieces of writing. The focus will be on the writing and spelling of numbers, the reading of local advertising, the manipulation of currency, and the writing and solving of mathematical problems based on shopping.

Strands & Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.01L, AORV.02L, AORV.03L
Specific Expectations: AOR1.01L, AOR1.02L, AOR3.02L, AOR3.04L, AOR3.05L
Strand: Reading
Overall Expectations: AREV.01L, AREV.02L, AREV.03L
Specific Expectations: ARE1.01L, ARE1.02L, ARE1.04L, ARE2.03L, ARE2.04L, ARE2.05L, ARE2.07L, ARE3.02L, ARE3.04L

Strand: Writing
Overall Expectations: AWRV.01L, AWRV.02L
Specific Expectations: AWR1.02L, AWR2.01L, AWR2.02L

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01L, ASCV.02L
Specific Expectations: ASC1.01L, ASC1.02L, ASC1.03L, ASC1.04L, ASC2.05L, ASC2.06L

Unit #3: Health and Safety
Time: 20 hours

Description: Students will read and write about how to keep healthy and what to do in emergencies. They will explore community resources and apply the knowledge about health and safety.

Strands & Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.01L, AORV.02L, AORV.03L
Specific Expectations: AOR1.01L, AOR1.02L, AOR1.03L, AOR1.04L, AOR1.05L, AOR2.01L, AOR2.02L, AOR3.05L

Strand: Reading
Overall Expectations: AREV.02L, AREV.03L
Specific Expectations: ARE1.01L, ARE1.02L, ARE2.01L, ARE2.04L, ARE2.05L, ARE2.07L, ARE3.02L

Strand: Writing
Overall Expectations: AWRV.01L, AWRV.02L
Specific Expectations: AWR1.02L, AWR2.01L, AWR2.02L, AWR2.03L

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02L
Specific Expectations: ASC1.02L, ASC1.04L, ASC2.01L, ASC2.02L, ASC2.04L, ASC2.05L

Unit #4: Canada: Our New Home
Time: 25 hours

Description: In this unit, students will learn facts of Canadian geography, of the founding peoples of Canada, and of the different cultural groups within Canada. Using basic reading strategies, students will decipher simple texts. They will write simple passages following conventions of standard Canadian English.

Strands & Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.03L
Specific Expectations: AOR1.03L, AOR1.04L, AOR3.04L, AOR3.05L

Strand: Reading
Overall Expectations: AREV.01L, ARE1.02L, AREV.03L
Specific Expectations: ARE1.01L, ARE2.02L, ARE2.03L, ARE2.04L, ARE2.05L ARE3.02L, ARE3.03L

Strand: Writing
Overall Expectations: AWRV.01L, AWRV.02L
Specific Expectations: AWR2.01L, AWR2.02L

Strand: Social and Cultural Competence

Overall Expectations: ASCV.01L
Specific Expectations: ASC1.05L, ASC1.06L, ASC1.07L, ASC1.07L, ASC1.08L

Unit #5: Save our Planet
Time: 20 hours

Description: In this unit, students will become familiar with environmental issues. They will listen to and respond to presentations by community members and by their peers. Students will access information from media sources (Internet, CD ROM, newspapers, etc.). They will learn appropriate language to express opinions and offer advice while participating in discussions. They will participate in outdoor activities.

Strands & Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV. 01L, AORV.02L, AORV.03L
Specific Expectations: AOR2.01L, AOR2.02L, AOR3.01L, AOR3.03L

Strand: Reading
Overall Expectations: AREV.01L, AREV.02L, AREV.03L
Specific Expectations: ARE1.01L, ARE1.02L, ARE2.02L, ARE2.06L, ARE2.07L, ARE3.01L, ARE3.02L, ARE3.03L

Strand: Writing
Overall Expectations: AWRV.01L, AWRV.02L
Specific Expectations: AWR2.01L, AWR2.03L

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01L, ASCV.02L
Specific Expectations: ASC1.02L, ASC1.09L, ASC1.10L, ASC2.06L, ASC2.07L, ASC2.08L

Unit #1: Orientation to School Life

Time: 25 hours
Unit Developer(s): Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor

Development Date: April 1999

Unit Description:

In this introductory unit, students will begin to respond appropriately to oral instructions and information in a classroom setting and adapt to some key teacher expectations and school routines. Students will begin to understand some facts and concepts about printed texts such as school maps, school calendars, agenda books, and timetables, and will use basic patterns of standard Canadian English in several simple forms of writing.

Strands & Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.01L, AORV.02L, AORV.03L
Specific Expectations: AOR1.01L, AOR1.02L, AOR1.03L, AOR1.04L, AOR1.05L

Strand: Reading
Overall Expectations: AREV.01L, AREV.02L, AREV.03L
Specific Expectations: ARE1.03L, ARE1.04L, ARE1.05L, ARE2.01L, ARE2.03L, ARE2.04L, ARE2.05L, ARE3.01L, ARE3.02L, ARE3.04L

Strand: Writing
Overall Expectations: AWRV.01L
Specific Expectations: AWR1.01L, AWR1.02L

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02L
Specific Expectations: ASC2.01L, ASC2.02L, ASC2.03L, ASEC.04L, ASC2.05L, ASC2.06L, ASC2.07L, ASC2.08L

Activity Titles (Time and Sequence)

Activity 1	Personal Information	2 hours
Activity 2	School Tools: Introduction to the Student Agenda Book and the Timetable	3 hours
Activity 3	School Maps and a Tour of the Plant	3 hours
Activity 4	Tell It! Write It! (Language Experience Story)	3 hours
Activity 5	Getting to Know More About You: Making Name Cards	2 hours
Activity 6	Creating a Personal Picture Dictionary	3 hours
Activity 7	School Routines: Learning Classroom and School Rules	5 hours
Activity 8	Unit project: Student Booklets	4 hours

Prior Knowledge Required

Teachers should make no assumptions about previous learning. Students placed in this course may have had no previous formal schooling at all. Furthermore, students will arrive with varying degrees of oral fluency. Some may be reluctant to speak and will begin to speak only after they have started to settle into the school. In all likelihood, students will not display for teachers their full oral ability at the start of the year. Activities are designed to enable teachers to assess, on an ongoing basis, the skill levels and previous knowledge of their students.

Orientation activities would be expanded or contracted depending on whether students were newly arrived or were repeating the course to complete the expectations and earn a credit. The focus of the orientation would be different in the second semester of a semestered school where students had already been reading the timetable and attending classes.

Unit Planning Notes

Before introducing the unit, teachers should try to anticipate what students will need to know about the school. This knowledge differs from school to school. Teachers need to decide, in cooperation with the Guidance department, how best to inform the rest of the staff about who is in the ELDAO program and what their skill levels are. All classroom teachers will need to consider how to begin to help the students meet the content expectations of their subjects.

The spectrum of behaviour in an ELD class may be broader than might be seen in most high school classes. These students may have had little or no school experience and may not be familiar with commonly accepted appropriate school behaviours like classroom routines. They may be unfamiliar with the many instructional strategies practised in Ontario classrooms and they may not have had the opportunity to develop the range of learning styles necessary to deal with these diverse teaching strategies. Some ELD students may seem very passive while others may seem quite the opposite. In addition, behaviours will change as students pass through the various stages of cultural adjustment and literacy development.

Current performance of students must be seen as an indicator of previous school experience and exposure to English, not as an indicator of ability. Some students, especially those with minimal oral fluency, may require additional time to achieve the course expectations and may only begin to acquire English literacy skills after they have started to settle in at school.
Teachers must observe students as they learn new information that is closely linked to what they already know, in a variety of settings, and over a span of time. Teachers may begin to suspect that a student has a learning problem when the student cannot progress in learning something new, even with repeated trials.

All students come to the classroom with valuable life experiences. Teachers will have to build upon the knowledge and skills with which students arrive; they must never criticize the students or make judgments about their past. In all likelihood, once students begin to see how much they have to learn to catch up to their peers, they will become self-conscious, frustrated or anxious. For these students, it is imperative that the classroom be a safe and supportive environment where they will be able to take the kinds of risks necessary to their progress in learning.

Students in the ELDAO class benefit from the security of a classroom in which routines are understood and expectations clearly articulated. In this unit, suggestions will be made about daily classroom practices that are useful.

Students in this course are very far behind their peers in reading facility. They have a lot of "catching-up" to do in this acceleration course. Provide time over the course of the unit for students to use the
computer to reinforce literacy skills. Practice and drill will have to be done each and every day by the student at home to ensure that rapid progress will occur. Teachers need to develop homework activities that reinforce skills and knowledge taught in the classroom. At this stage of reading, repetition is key. Schools need to find innovative ways to involve community members and families to support and assist ELDAO students both inside and outside the classroom.

Many of the students may never have kept the kind of notebook that classroom teachers have come to expect. Early on, students will need to begin to see how the notebook is a reflection of the work done in class. There must be many opportunities given to refer back to previous work and to review work done. Evaluation of the notebook will be critical. As well, students need to be introduced to portfolios. Even at this early stage of literacy development, portfolios offer students a glimpse of the process of writing. Portfolios allow students to see various stages of work in progress and help them begin to recognize quality work. If students work closely with their teachers to develop various forms of portfolio assessment, they will learn to evaluate their own work and the work of others.

At the beginning of the course, it will be critical to introduce short forms of literature on the topic of the alphabet and on orientation to school life. These stories and books should be read as part of the class routine. Teachers may use the stories as springboards for individual lessons or language experience stories. Picture books must be selected with care and introduced tactfully with adolescents. Older students can attend to details and subtle layers of meaning that younger children cannot appreciate.

Teachers will use a variety of teaching strategies with the Experience Chart Stories: read the stories aloud to help enlarge the students' repertoire of sight words; employ a wide range of activities to help students focus on individual sounds and words in different contexts (e.g., teacher written stories using the known words); cover up key words to develop the students' skills in prediction; make up cloze exercises from the stories to encourage students to gather meaning from context; teach word families to help students establish patterns that will assist them in decoding new words; teach spelling to help students understand that there is a standard way to print a word. For students at this level, experience chart stories are the main texts. Teachers will need to refer back to them many times and use them for reading lessons, spelling activities and oral reading practice.

Students enter our school system throughout the year. Continuous intake implies that orientation will be ongoing. New students will have to be made aware of school rules, routines, and expectations. Students who have been in the class will be able to conduct much of the orientation for newer students. They will be able to explain such details as the workings of the timetable, how and where to purchase equipment, and will be able to give tours of the school. New issues will arise as the year progresses, for example: how to prepare for and write exams, how to choose appropriate courses for the following year and how to sign up for various teams. The teacher should continue to work on

orientation throughout the year with more recent arrivals to Canada, as well as with students who have been here since the start of the course to ease the long process of adjustment to school.

The ELDAO teacher needs to work closely with the Home Form teacher and the Teacher Advisor. They should regularly confer about successful strategies that help students adjust, and share observations on students' progress. ELD teachers will want to reinforce skills and knowledge introduced by the Home Form teacher and the Teacher Advisor since students will gain a deeper understanding of these over time.

"Orientation to School Life" is the first unit in the ELDAO course. Therefore, it should be seen as the beginning of a series of ongoing activities that will continue throughout the entire ELD course, regardless of the content of any particular unit. Examples of classroom activities will be given in greater detail at the start of the unit; explanations are less detailed as the unit progresses.

Teaching/Learning Strategies

The following strategies are included in the unit: Discussion, read aloud, graphic organizer (Venn diagram, timetable, map, chart, display of photos, hand print, pictograph, list), cueing systems, games, review, modeling, patterned writing, guided reading, school tour, paired/group work, guest speaker, brainstorm, computer program, prediction, far point/near point copying, picture dictionaries, word cloze, word families, overwrite/underwrite, compare/contrast, tracking, project/student created books, flash cards, portfolio, and teacher observation.

Assessment/Evaluation Techniques

In the first months of the course, it is extremely difficult to evaluate all of the levels of achievement. That being said, much assessment continues to be diagnostic throughout the course because students who have missed school often have different but valuable life experiences that they bring to class.

Activity	Type	Tool	Categories
Activity 1	Diagnostic Summative Formative	Worksheet Worksheet Following School Rules	Communication/knowledge Comm/Knowledge/Application Application/Knowledge
Activity 2	Summative Formative Formative	Agenda Book Timetable Explanation Timetable paragraph	Comm/Knowledge/Application Comm/Knowledge/Application Know, Communication, Application
Activity 3	Summative	School Map	Comm/Appl/Thinking/Knowledge
Activity 4	Summative Formative	Modified Cloze Reading Skills	Comm/Knowledge/Thinking Communication
Activity 5	Summative	Name Card/Hand Picture	Comm/Knowledge/Thinking
Activity 6	Summative	Picture Dictionary	Comm/Thinking/Knowledge
Activity 7	Summative	Chart	Knowledge/Thinking
Activity 8	Formative Summative	Making Booklet Booklet	Comm/App/Knowledge/Think Comm/App/Knowledge/Think

Course expectations which are assessed through the assessment tools for each activity are denoted by the iconic symbol ✣ in the expectations lists for each activity.

Resources

Teachers will need to have a full range of consumable supplies in the classroom. Some students may require the kinds of supplies that are typically found in elementary classrooms. If fine motor skills are
underdeveloped, provide appropriate writing implements and lined notebooks to assist in letter formation. Word processing programs will be of great assistance to students whose handwriting is difficult to read. Students may need to learn how to cut and glue.

Activity #1: Personal Information

Time: 120 minutes

Description

This is an ongoing activity that will be started at the beginning of the unit. Students will learn to communicate their personal information and will develop proficiency in identifying categories of personal information. In addition they will learn the full name and address of the school.

Strands & Expectations

Oral and Visual Communication: AORV.01L✣, AORV.02L; AOR1.02L, AOR1.03L, A0R1.04L✣, AOR1.05L
Reading: AREV.01L, AREV.02L, AREV.03L; ARE1.03L, ARE1.05L, ARE2.04L
Writing: AWRV.01L✣; AWR1.01L✣, AWR1.02L
Social and Cultural Competence: ASCV.02L✣; ASC2.05L✣, ASC2.06L, ASC2.08L

Planning Notes

- The teacher will need to have completed the index card with all the student's information on it.
- There are many commercially prepared materials to teach printing and handwriting once previous language knowledge of students has been determined. All students in the class will need instruction on printing and cursive writing.
- Begin to collect business cards from local businesses and from school personnel.
- Materials Needed: Index cards, experience chart paper, markers, multiple copies of teacher prepared worksheet, business cards.

Teaching/Learning Strategies

1. Provide a brief opportunity for teacher and teacher's introductions

2. Provide each student with a completed index card that has the student's name, student's number, home phone, address, city, postal code, province and birthday on it. Review with students multiple titles for information e.g,. given name is the same as first name; last name, family name, and surname are all the same. Introduce the notion of middle name as well as initials. Students should keep these index cards in their pockets. They will need the information on these cards for other classes and for everyday experiences that will require their identification.

   Discuss in which everyday situations personal information should be shared and in which situations personal information should not be shared. Include a category for situations that are not clear-cut, and discuss factors that students would need to consider in such situations. Record students' answers in a Venn Diagram.

3. Distribute a worksheet that has the same categories of information as those on the index cards. Have students copy the information they are able to onto the worksheet. Use their responses as a diagnostic evaluation tool to determine familiarity with print and with numbers. Model for students how English writing runs from left to right and top to bottom.

   Use the worksheet many times in a variety of ways to reinforce reading and writing skills. Some examples of activities based on the worksheet are: say the names of each of the categories to the students. Have them circle the category name on their sheet, then say aloud the information that they know and feel comfortable repeating in front of the class. (For example, some students may not want to repeat their phone number or address, in front of the class.) Mix up the order of the categories as you say them and ask students to point to the category that you called out. As they learn more about print, ask them to find a word on the sheet that begins with a particular letter.

   Over the next few weeks of the unit, students should be able to complete at least parts of the worksheet from memory.

   Later in the unit, add the name and complete address of the school.

4. Another day, hand out various business cards. In pairs, students ask their partner for various kinds of information printed on the card, like first name, last name, initial, etc. from the card they have. If you have multiple copies of different business cards, students could play a form of "Go Fish" with the cards.

5. Begin to teach handwriting. Handwriting instruction will need to continue throughout the unit. Determine level of familiarity with numbers by checking which of the numbers the students can read. Over the course of the unit, ensure that students can recognize the numbers from 1 to 100. Introduce the spellings of numbers from 1-20. Devise a series of games to be played over the next few weeks that review the sequence of numbers and the names of the numbers.

Assessment/Evaluation Techniques

1. Observation of handwriting, knowledge of numbers and word recognition of numbers from 1-100 (Diagnostic)
2. Completed Personal Information Worksheet (Summative)
3. Ongoing teacher observation of the extent to which the student is learning and following basic school routines (Formative)

Accommodations/Special Needs

Students will use the index card with all their information only as long as is necessary. Some may require it for only a short time, while others may continue to use it even at the end of the unit. Pre-verbal ESL students will benefit from observing the classroom routines even though they are unable to participate at the same level as other students. They will begin to understand routines and behaviours and witness the model of literacy activities directed by the teacher. It will be appropriate, at certain times, to pair students with partners who speak the same first language.

Activity #2: School Tools: Introduction to the Student Agenda Book and the Timetable

Time: 180 minutes

Description

Students will use the Student Agenda book, begin to understand and follow their timetables, and obtain a lock and locker. These activities form the beginnings of the traditional school orientation process and serve to prepare students for the tour of the school. (See Activity #3)

Strands & Expectations

Oral and Visual Communication: AORV.02L✣; AOR1.02L, AOR1.03L, AOR1.04L✣
Reading: AREV.01L, AREV.02L; ARE1.03L, ARE1.05L, ARE2.03L, ARE2.04L, ARE2.05L
Writing: AWRV.01L✣, AWRV.02L; AWR1.01L✣, AWR1.02L, AWR2.01L, AWR2.02L✣
Social and Cultural Competence: ASCV.02L; ASC2.03L, ASC2.04L, ASC2.05L, ASC2.07L

Planning Notes

- Get a copy of each student's timetable and keep it in a binder in the classroom. Place a copy of your timetable in the binder as well. This binder is for the teacher's use only.
- Many of the pages of the Agenda book will be overwhelming to the students until they are beginning to read. Adaptations and modifications will need to be made to help them deal with the information contained in it.
- Materials Needed: Experience chart paper and markers, glue, stapler, scissors, a copy of the Student Agenda book to use as a teacher's reference, multiple copies of blank timetables. If your school does not use Agenda books, you will need to have multiple copies of a workbook that will be used in the place of the Agenda book.

Prior Learning

- Familiarity with personal information forms

Teaching/Learning Strategies

1. Introduce the Student Agenda book. If your school does not have one, then create one for each student using a notebook. Point out to students the top and bottom and front and back of the book.

   Have students copy their names and addresses onto the first page of the Agenda book. Use their ability in copying this and all other preliminary activities as a diagnostic tool as a basis for determining the extent of their prior exposure to print.

   Review the days of the week and the months of the year. Over the next few weeks consolidate this content using a variety of matching games and activities.

   Draw attention to the calendar in the Agenda book and to any lists of special days or activities in both the school and community.

   Show students where the map of the school and other critical pages are located in the book.

2. Ask students to look at their timetables. Show them where on the page they can find their personal information, and have them match this information to the information on their index cards. If the information does not match or if there are errors in the information, determine the correct information and notify the office.

   See if any of the students can tell you the numbers on the page. Many students may have had more experience with numbers than letters.

   Show students how the timetable of your school works. Ensure that students glue or staple a copy of their timetable in their Agenda book so that others can direct them to their classes until they are able to read the timetable themselves. Try to find common classrooms in the students' timetables. Your timetable master binder will be helpful here.

   Share your timetable with the students. On experience chart paper, model sentences about your own timetable. Vary the way you present information about when you are in your classroom. Use phrases like *Period 1*, *Then at 10:00, Day 4,* and so on. Read the sentences out to the class. Model the directionality of print. Circle or highlight key time phrases and words. Provide students with a blank timetable and ask them to record your timetable onto the blank, using the information in the paragraphs.

   On Experience chart paper, prepare sentences based on your model for students to complete using the information from their own timetables.

   If they are able, have students follow your model to make up their own sentences about their timetables.

   Over the next few weeks of the unit, return to the timetable and reinforce the names of teachers and room numbers.

3. Ensure that each student has a lock and a locker. Tell students that they should not share their combination with other students, and discuss the reasons. Remind them that school personnel may ask for their combination, and that they will have to comply. Review your school's practice about what should and should not be kept in the locker and the appropriate times to go to the locker.

   Check that each student knows how to open and close the lock. If any do not, you will need to teach the use of the lock individually and in private.

Assessment/Evaluation Techniques

1. Assess page 1 of the Agenda Books. (Summative)
2. Have students orally explain their timetable. (Formative)
3. Evaluate their paragraphs (based on your model) for handwriting and content. (Formative)

Accommodations/Special Needs

- Some students may need a two-number combination lock or a keyed lock.

Activity #3: School Maps and a Tour of the Plant

Time: 180 minutes

Description

Students will be introduced to maps. They will make a map of the classroom and then use a map of the school in their tour. Students will meet key school personnel and be introduced to their respective roles. They will begin to be aware of print in the school environment.

Strands & Expectations

Oral and Visual Communication: AORV.02L; AOR1.02L, AOR1.03L, AOR1.04L
Reading: AREV.01L✣, AREV.02L✣; ARE1.04L, ARE1.05L✣, ARE2.01L, ARE2.04L✣
Writing: AWRV.01L, AWR1.01L, AWR1.02L
Social and Cultural Competence: ASCV.02L✣; ASC2.01L✣, ASC2.02L, ASC2.05L

Planning Notes

- Map reading and mapmaking will probably be new concepts for students in this course. Post various maps around the room and make reference to the atlases as you discuss map reading and mapmaking. If you observe that students did not fully understand these abstract concepts during the tour, create games as a way to teach and reinforce mapping skills. Vary the game to meet the specific needs of your students.
- Try to coordinate the mapping activities with the Geography teacher. Do a walk-about in the school and copy exactly the wording of such signs as, "Exit," "Fire Alarm Pull Here," "No Smoking on School Property," etc. Copy these words and expressions on flashcards.
- In advance of the tour, let school personnel know approximately what time you will be visiting them to ensure that they will be available to greet the students.
- Materials Needed: atlases and wall maps, flashcards, masking tape, labels for parts of the room, experience chart paper and markers, multiple copies of an enlarged school map, scissors and glue, a page and a worksheet that have all the words students have seen on the signs, a computer draw program.

Prior Knowledge Required

- Familiarity with the contents of the Agenda Book.
- Ability to follow the timetable with assistance and to begin to recognize room numbers around the school.

Teaching/Learning Strategies

1. Teach students about the concept of maps. Scale is not critical at this point.

   Have labels ready naming parts of the room such as *door, desk, window*, etc. Ask students to place the labels around the room.

   Make a labeled floor plan (map) of the classroom together. Show students how to make a simplified map legend.

2. Use the map of the school in the Agenda Book or give students a simplified labeled map of the school if the one in the Agenda Book is too complex.

   Teach words and expressions found on signs in the school. Using the flash cards, explain the functions of each and devise a game or worksheet to reinforce this vocabulary.

   Take students on a walking tour. Make a running commentary using expressions such as *Let's go along this hall...down this corridor...the library is opposite the office*. Expressions of this nature may be unfamiliar to many of the students and will also serve to reinforce the abstract notion of maps.

   Point out common signs, such as EXIT, WASHROOM, LIBRARY, OFFICE and GYM. Have students note the correspondence to the labels on the map.

   Indicate all the important locations. Try to include some of the "behind-the-scenes" locations such as the caretakers' office, the kitchen, the boiler room, etc. which are always of great interest to students.

   If your school has books on tape, show students how to access these materials from the library.

   Be sure to tell students about lunchtime practices and routines like bringing or buying lunches and where students can and cannot eat around the school.

3. On returning to the class, provide students with an enlarged copy of the map and a page that has all the words they have seen on the signs. Students cut out the words on the paper and glue them directly on top of the label on the map.

   Use the map in a variety of ways to reinforce map skills, familiarity with the school layout and reading. For example, provide students with a map that does not have the labels. Have them tell you the parts of the school and then label them. In pairs and using the maps, have students direct each other through the school and identify where they end up. Put a copy of the map on the wall, deal out the labels and, in teams, have students put the labels in the correct spots. Ask one student to decide on a location on the map. Others have to find the location by the student's telling classmates whether their guesses are warm, colder, etc. Students can play a kind of 20 questions about a secret location. Students can make up a board game using the map as the board and questions about the information in the unit as the cards.

   Use a draw program for the computer to let students make simple maps. Pair up students who have some facility with the computer with those who do not. Invite students outside the program to assist. Students in higher levels of ELD or ESL are also valuable resources.

   Have students look around the community on their way home to identify signs. Next day, ask students to report which places had signs and where the signs were located. If possible, they can describe the signs or draw them on the board. An activity of this nature helps students begin to notice environmental print. Complete this homework activity often over the course of the unit to encourage students to explore their surroundings.

4. Invite members of the Admin. Team, the Guidance Head, Chief Caretaker, Administrative Assistant and Student Council president into the classroom to give a short talk about their respective roles in the school. Ask visitors to present business cards when they arrive.

   In advance of the class visit, have students brainstorm a list of possible questions they could ask, and then assign each student at least one question to ask one of the visitors. Encourage questions

that elicit a quantitative response, for example, the number of teachers, secretaries and students in the school.

Make a chart showing the quantitative information that students garnered from the interview.

Assessment/Evaluation Techniques

1. Accurately label 10 places on a school map. (Summative)

Activity #4: Tell It! Write It! (Language Experience Story)

Time: 180 minutes

Description

Students will create a language experience story with the teacher about the school tour. This story and all others will form the bulk of the initial reading material for the class.

Strands & Expectations

Oral and Visual Communication: AORV.01L; AOR1.01L, AOR1.02L
Reading: AREV.01L, AREV.02L✣, AREV.03L; ARE1.02L, ARE1.04L, ARE1.05L, ARE2.03L, ARE2.04L, ARE2.05L, ARE3.02L✣
Writing: AWRV.01L, AWRV.02L✣; AWR1.01L, AWR1.02L✣
Social and Cultural Competence: ASCV.02L; ASC2.05L, ASC2.05L, ASC2.08L

Planning Notes

- The reading exercises are designed to help students begin to understand that reading is a *meaning-making activity*.
- Post this and all other experience chart stories in a central location in your room. Every day, when students enter the room, they are to go to a chart story and read it over, either with a partner or by themselves. As your bank of chart stories grows, students will have a greater selection of stories to choose from and a wider bank of sight words to reinforce.
- Materials Needed: Experience chart paper, markers, flashcards.

Prior Knowledge Required

- Knowledge of the school plant and experience of the tour

Teaching/Learning Strategies

1. Discuss the school tour and use the ideas to help students dictate a language experience story about the tour, describing where they went, what they saw and what they did. Repeat orally the words as you write them and ensure that what you have written is what the students intended.

   Point to the words as you say them; read the story out loud in its entirety a few times.

Ask students to identify words that you have already studied and any other words that they may know. This is the start of their sight vocabulary; be sure to work on words such as *the*, *and*, *a/an* as well as the names of parts of the school.

Copy words they know onto flashcards. Play a recall game with the cards for the first few minutes of lessons. Copy and use more words as students learn them.

Work through the experience story in a variety of ways so that students will begin to predict the words that will follow. After several readings, cover up key words and have students predict the word that is under your hand. Before uncovering the word, read the rest of the sentence. Ask the students whether the word they have predicted makes sense based on the context of the sentence. Uncover the word and check whether predictions are correct. There will be lots of student talk in this and other reading activities as students begin to work through text; students at this stage may find it difficult to read silently.

Reread the passage to the class. Ask students to read aloud the passage together several times, like a choral reading.

Students copy the experience story into their notebook.

Assessment/Evaluation Techniques

1. Teacher observation of reading skills. (Diagnostic)
2. Modified cloze of Language Experience Chart story. Either use the flashcards with a modified cloze that has been rewritten on experience chart paper or provide students with a copy of a modified cloze that has the word list at the bottom of the page. (Summative)

Accommodations/Special Needs

Some students will have difficulty copying the story from the chart paper. They may require a hard copy of the story beside them when they copy it.
Observe students to see whether far point copying or near point copying is problematic.
Some students may require a copy of the story to trace (over-writing), while others may require a computer typed version of the story, double-spaced in a large font for underwriting.

Activity #5: Getting to Know More About You: Making Name Cards

Time: 120 minutes

Description

Students will make name signs and decorate them with pictures of themselves and with words that describe their personality.

Strands & Expectations

Oral and Visual Communication: AORV.01L; AOR1.01L, AOR1.04L
Reading: AREV.01L; ARE1.05L, ARE2.04L
Writing: AWRV.01L✣; AWR1.01L, AWR1.02L✣
Social and Cultural Competence: ASCV.02L✣; ASC2.05L, ASC2.06L✣, ASC2.07L, ASC2.08L✣

Planning Notes

- Polaroid has a camera program. Check to see if the program is in place in your school. They offer discounts on the purchase of Polaroid cameras and have many excellent ideas about how to use the cameras in your classroom.
- Keep in mind that some students might not be comfortable having their pictures taken.
- A pictograph is a precursor to a graph. In a pictograph one symbol represents one object or person. If you use squares in your pictograph, you could attach the squares. Then your pictograph becomes a bar graph.
- When students participate in the creation of rubrics, they can begin to understand how teachers evaluate their work.
- Check to see which of the students are in ESLAO to determine the extent to which they were able to participate in the "About Me" activity (Activity #1of ESLAO, Unit 1).
- Materials Needed: Polaroid camera and film, construction paper, markers, crayons, scissors, and stickers or other items for decoration, experience chart paper and markers.

Prior Knowledge Required

- Ability to print names using upper and lower case letters.

Teaching/Learning Strategies

1. Take a picture of each of the students with a Polaroid camera.
   Alternatively, students may draw a small picture of themselves.

   Have students make up name cards. Students print their given name and family name, and capitalize the first letter of their names. Attach the picture to the name card. Students decorate their cards.
2. Brainstorm words that describe personalities. As a demonstration, have students select 5 words that describe you. Then ask students to choose 5 words that describe themselves. Have students trace or draw their hand on a piece of construction paper and write a different word onto each of the fingers on their paper. Attach the hand to the name card.

   In pairs, have students talk about themselves and explain why the words they have chosen describe them well. Students then present their partner to the class.

   Invite students to tell you how they got their names. If you feel comfortable enough to do so, share in the activity with your students.

   Next day, have students come into the class and find their own name card.
   Students copy their names on the blackboard and practise saying and printing the names of other students in the class.

   Develop with the students, a rubric to evaluate the name cards and hand drawing.

   Name cards should become a part of the students' portfolio.

   Another day, revisit the names by creating a pictograph of an aspect of information that pertains to the lives of the students. For example, if you have a good mix of boys and girls, you could create a pictograph to show numbers of boys and girls. You could make a pictograph of the years of birth. Students copy the pictograph into their notebooks.

Assessment/Evaluation Techniques

1. Evaluate the name card and hand picture. (Summative)
2. Diagnostic assessment of handwriting will be replaced by formative assessment and summative evaluation of handwriting as the course progresses.

Accommodation/Special Needs

If there are students in your class who do not yet know how to print their names, make up a second set of name plates that have broken lines. Students can trace out their names using the broken lines as a guide. Have them copy over their names several times on the second name plate and, if ready, begin to write their own names on unlined paper, as well as the names of each of the other students in the class. In partners, students trace each other's names. A different set of rubrics could be used for students in the class with special needs.

Activity #6: Creating a Personal Picture Dictionary

Time: 180 minutes

Description

Students will make up their own dictionary using the words that they encounter in this first unit. Activity #6 is an ongoing activity since students will return to their Personal Picture Dictionary to enter new listings and to enhance their repertoire of sight words.

Strands & Expectations

Oral and Visual Communication: AORV.02L, AORV.03L; AOR1.04L
Reading: AREV.01L, AREV.02L, AREV.03L✣; ARE1.03L, ARE1.04L, ARE1.05L, ARE2.04L✣; ARE3.01L✣, ARE3.02L, ARE3.04L✣
Writing: AWRV.01L✣; AWR1.01L, AWR1.02L✣, AWR2.03L
Social and Cultural Competence: ASCV.02L✣; ASC2.05L✣, ASC2.06L, ASC2.07L, ASC2.08L✣

Planning Notes

- Use the authentic vocabulary found around the school. Students need to be able to recognize and read the print in their school environment.
  Collect a variety of magazines for the classroom. Ensure that the pictures in the magazines represent a rich diversity of ethnic groups. Screen for bias.
- Read aloud a different alphabet book for the start of each of the lessons in the activity. (See activity
  resources.) Draw attention to interesting design features that students could replicate in their own dictionary.
- Materials needed: spiral notebooks (sketch books) that have at least 50 blank pages; art supplies.

Prior Knowledge Required

- Recognition of the alphabet, emerging sound-symbol correspondence
- Ability to match words

Teaching/Learning Strategies

1. Introduce a variety of picture dictionaries to the class.

   Have students create their own personal picture dictionaries, with a different letter for each page. Teach the alphabet using vocabulary from the school for each letter; e.g., **a** is for auditorium, **b** is for book, etc.

   Direct students to find pictures in magazines or to draw pictures that illustrate each of the entries listed in the book. At this stage of the students' literacy development, most words chosen will be concrete nouns. Give plenty of opportunities throughout the unit for students to practise reading the words.

2. Review the names of key places in the school and signs, etc. introduced in Activity #3. Allow students to add them to their personal picture dictionaries. Students will add more words about places in the school and items in the classroom as they arise.

   A few days after you have introduced the activity, develop a rubric with the students to help them understand the criteria for evaluation.

3. Develop a variety of activities with the personal picture dictionary once you have diagnosed the students' gaps. For example, have students put words from their sight vocabulary in alphabetical order. Leave out parts of the words and have students fill in the blanks. Later, teach simple spelling rules using the vocabulary. Introduce word families from the listings.

Assessment/Evaluation Techniques

1. Observe students as they work through the book during the unit. Students may struggle with the whole concept of a dictionary at the start, but should become quite comfortable with it over time. (Formative)
2. Collect and assess the picture dictionaries using the rubric developed with the students. (Summative)

Accommodations/Special Needs

- Students who have difficulty copying the entries from other pages may need to cut and paste a teacher-made label into their dictionaries. These students could overwrite the label until they are able to print their own.

- For those students who are able, encourage use of a regular dictionary. Some students may not need pictures for every entry. Others may have many more pictures than words on each page.

Resources

Agard, John. Calypso Alphabet. New York: Henry Holt, 1989.
Bruchac, Joseph. Many Nations: An Alphabet of Native America. Mahwah, New Jersey: BridgeWater Paperback. ISBN #0-8167-4460-2
Bannatyne-Cugnet, Jo and Moore, Yvette. Prairie Alphabet. Plattsburgh, New York:Tundra Books, 1992.
Das, Prodeepta.. I Is for India. London: Frances Lincoln Ltd., 1996.
Onyefulu, Ifeoma. A Is for Africa. London: Frances Lincoln Ltd., 1995.
Sanders, Marilyn. What's Your Name? From Ariel to Zoe. New York: A Holiday House Book, 1995.

Activity #7: School Routines: Learning Classroom and School Rules

Time: 300 minutes

Description

Students will become familiar with class rules, school rules and board regulations. They will be introduced to the yearbook and to school teams.

Strands & Expectations

Oral and Visual Communication: AORV.01L, AORV.02L_, AOR1.01L, AOR1.02L, AOR1.03L✣

Reading: AREV.01L, AREV.02L, ARV.03L; ARE1.04L, ARE2.03L, ARE2.04L, ARE2.05L, ARE3.02L

Writing: AWRV.01L✣, AWR1.01L✣, AWR1.02L

Social and Cultural Competence: ASCV. 02L✣; ASC2.04L✣, ASC2.05L, ASC2.06L, ASC2.07L, ASC2.08L

Planning Notes

- Once the rules for class have been established, post these in the classroom. Refer to them as necessary, and add any others that have been omitted. As well, post the school and board rules.
- Consult your school's Code of Behaviour and refer to the Student Agenda Book to establish the school rules.
- Prepare a list of simply worded key school rules on experience chart paper.
- Collect old yearbooks from your school library.
- It may seem obvious to encourage the students in ELDAO to join school clubs and teams, which are a great place for students to meet and make friends with the rest of the school population; however, many students new to a school, regardless of background, may be reluctant to participate in extra curricular activities without your encouragement.
- The student contract in teaching strategy #3 helps students to understand the place of rules and regulations in the school. By signing the contract, students commit to the rules of the school. They can assess their own behaviour against the school rules.
- Start every class with a Read Aloud that deals with adjustment to school (see resources). Be sure to provide time to allow students to explore, compare and contrast the experience of the character in the book with their own school experience.
- Materials needed: Experience chart paper, markers, stickers, teacher-prepared contract, old yearbooks

Teaching/Learning Strategies

1. Ask students to brainstorm rules they think should be in place in a classroom. Record their thoughts on the blackboard as they offer them. Work together to come up with a set of agreed upon class rules. On experience chart paper, list the classroom rules. Limit your focus to the most important rules and keep the rules simple.

   Present students with the list of school rules you prepared in advance of the lesson. Obviously, these rules are non-negotiable. Again, keep these rules few and simple. Articulate the behaviour expected during the playing of the national anthem and the daily announcements. Teach students about fire alarms and fire drills. Make sure that students understand emergency procedures.

2. Ensure that students clearly understand the policies under which your board operates. Many boards have anti-violence and bullying/harassment policies. It is critical that your students understand these policies even though they will not yet be able to read them.

   Have students compare rules from their countries or other classrooms. The information that students give you will help you understand the extent of their previous education.

   Use the written rules in a variety of ways to focus on the development of various reading skills.

3. Type up the agreed-upon class rules and make a contract for each student to sign. Students need to differentiate between the way they would write their name on a worksheet and the way they would sign a cheque. A personal signature should not be easy to copy. Give students an opportunity to experiment with different signatures.

   Students place the contracts in their notebook or you can keep them with your files.

   Near the end of the unit, revisit the notion of school routines. On experience chart paper record a list of the aspects of school life to which students have easily adjusted and those to which they have not. Headings might be: Things I Find Easy About School and Things I Find Difficult About School. Poll students and graph the results. As a group, look at the final tally and discuss the results.

4. On another day, have students discuss "do's and don'ts" for school staff. Be careful not to name particular individuals, but rather to only talk about generic behaviour. When all ideas have been recorded, give each student 2 stickers. Have them put one sticker beside the entry they feel most strongly about in each of the categories. Discuss the results. Which entries surprised them? Which do they disagree with? Why?

   Repeat the above activity for "do's and don'ts" for students. Provide students with a blank T-chart that has Do's and Don'ts as the categories. Scramble the do's and don'ts on another piece of paper. Students copy the do's and don'ts into the appropriate column.

   Invite the principal or someone from the Admin.Team to the classroom to share their perceptions about the lists for teachers and students.

5. Introduce yearbooks. Draw attention to the front and back of the book, and to the labels of each section of the book. Direct students to the sections on school clubs and teams.

   In triads, have students identify all the clubs and teams either by reading their names or by looking at the pictures. List these on experience chart paper and post the chart.

   Have students copy all the names of the clubs and teams pictured in the yearbook in their notebooks.

   Poll students to determine their interests. Make sure that students listen carefully when announcements are made about where and when the school clubs and teams meet. Return students to the section of the Agenda book on clubs and teams and show them in which season each team plays.

   Students add the names of the clubs and teams to the personal picture dictionaries.

   If your school has the yearbook on CD ROM, use it as a computer activity.

Assessment/Evaluation Techniques

1. Evaluation of the do's and don'ts chart. (Summative)

Accommodations/Special Needs

- Have a reader read the rules for students. Let students cut and paste the rules in the correct column of the T-chart.
- Students can add their own do's and don'ts to the columns.

Resources

Munsch, Robert. From Far Away. Toronto: Annick Press Ltd., 1995. ISBN 1-55037-396
Surat, Michele Maria. Angel Child, Dragon Child. New York: Scholastic Books, 1989.
Wallace, Ian and Wood, Angela. The Sandwich. Toronto: Kids Can Press, 1975.

Activity #8: Unit Project: Student Booklets

Time: 240 minutes

Description

As the culminating activity in this unit, students will create booklets that encapsulate the information from the unit.

Strands & Expectations

Oral and Visual Communication: AORV.02L, AORV.03L; AOR1.02L, AOR1.03L, AOR1.04L
Reading: AREV.01L✤, AREV.02L✤; ARE1.03L✤, ARE1.04L✤, ARE1.05L✤, ARE2.03L✤, ARE2.04L, ARE2.05L, ARE3.03L
Writing: AWRV.01L✤, AWRV.02L✤; AWR1.01L✤, AWR1.02L✤
Social and Cultural Competence: ASCV.02L✤; ASC2.01L✤, ASC2.05L, ASC2.06L✤, ASC2.07L, ASC2.08L✤

Planning Notes

- Photocopy the worksheet entitled, "School: As I See It." (Appendix #1).
- Photocopy the Rubric for Assessing School Booklet Project (Appendix #2)
- Create a simple tracking sheet that has the following categories: Title, Date, Student signature and Teacher initials. Students sign as they complete each activity. The teacher initials during several process conferences to be conducted throughout the activity.
- Prepare a mock-up of the assignment (or use good examples of student work) so that students can see what you expect and what a sample final product might look like.
- Materials needed: Duotang folders, construction paper, markers, pencils, pens, stickers, lettering stencils.
- Once students have completed this assignment and their booklets have been evaluated, keep or photocopy samples that represent each of Levels 1 to 4 on the rubric. These can be used in future to help students understand what is expected.

Prior Knowledge Required

Since this is the final activity in the unit, students need to have understood the content presented in the unit. Students will need varying degrees of assistance in completing the activity, depending on the prior knowledge and skill level with which they entered the course. Teachers need to be aware of the extent to which students have progressed and the rate of learning for each student. An emerging familiarity with vocabulary and knowledge of the alphabet, ability to copy, and beginning sound-symbol correspondence are required. Students will need to understand directionality of print.

Teaching/Learning Strategies

1. Distribute the description of the assignment entitled, "School: As I See It."

   Review its contents with the students so that they clearly understand the nature of the assignment and your expectations. Show them how they have already done much of the groundwork for the assignment in the activities to date.

   Also, set dates for work in progress to help students begin to understand that the process is as important as the final product. Track their progress to ensure that all students meet the final deadline.

2. Explain the Rubric for Assessing School Booklet Project (Appendix #2).

Assessment/Evaluation Techniques

1. Observe the level of social/cultural adjustment, handwriting, print knowledge, and knowledge of process writing of students in the class. (Formative)
2. Evaluation of booklet (Summative). See Appendix 2 for a rubric to assess this booklet.

Accommodations/Special Needs

- Limit the number of pages in the booklet, or have students dictate their entries to the teacher who will type their stories onto the computer.

Appendix #1: School: As I See It

You will be creating a booklet about your school. You have already completed many of the worksheets in the unit. Copy them and put them in your duo-tang.

Here are the pages of the booklet:

Page 1: Tracking sheet. Your teacher will give you a blank tracking sheet. Sign it after you complete each activity. Your teacher will initial each entry during one of the process conferences you will have while you are working on the booklet.

Page 2: Title page. The title page must include the title of your booklet, your name, homeform, school name, and your teacher's name. The design of the title page is up to you, be creative and artistic.

Page 3: Table of Contents. Include title, date and page number. Every page in the booklet is to be included in the table of contents. Every page in the table of contents must be in the booklet. All pages after the Table of Contents must be titled, dated and numbered.

Page 4: Personal Stats. Complete a copy of the Personal Information Worksheet that includes all your personal information as well as the name and full address of the school, and the first and family names of three classmates.

Page 5: All Present. List all the students in the class. Include the name of the teacher.

Page 6: Play by the Rules Part A: School Rules. Copy the school rules. Put an asterisk (*) beside the rules you believe are the most important.

Page7: Play by the Rules Part B: Classroom Rules. Copy the classroom rules developed by the class. Put an asterisk beside the rules you believe are the most important.

Page 8: Timetable. Your teacher will give you a blank copy of a timetable. Copy your timetable onto the blank.

Page 9: School Map. Your teacher will give you a blank copy of your school's map. Label the library, the main office, the Guidance office, the cafeteria, one washroom and your classrooms. Add room numbers of your classrooms.

Page 10: A Story of your Choice. Copy one of the language experience stories that your class has written or write a story of your own.

Page 11: Class Autograph Page. Ask classmates to sign their autograph on the page when they have read your book. Students may include comments about an aspect of your booklet they enjoyed.

APPENDIX 2

RUBRIC FOR ASSESSING SCHOOL BOOKLET PROJECT (UNIT 1 ACTIVITY 8)				
Categories	**50-59% Level 1**	**60-69% Level 2**	**70-79% Level 3**	**80-100% Level 4**
Knowledge/ Understanding	**The student demonstrates:**			
-includes all components as per tracking sheet	limited inclusion of components	some inclusion of components	considerable inclusion of components	thorough inclusion of components
-includes complete title page	limited completion of title page	some completion of title page	considerable completion of title page	thorough completion of title page
-completes a table of contents	limited completion of table of contents	some completion of table of contents	considerable completion of table of contents	thorough completion of table of contents
Thinking/ Inquiry	**The student demonstrates**			
-organizes pages accurately	limited competence in organizing pages	some competence in organizing pages	considerable competence in organizing pages	thorough competence in organizing pages
Communication	**The student demonstrates**			
-copies accurately (e.g., correct letter formation, spacing between words and sentence punctuation)	limited accuracy in copying	some accuracy in copying	considerable accuracy in copying	thorough accuracy in copying
-labels maps correctly	limited accuracy in labelling maps	some accuracy in labelling maps	considerable accuracy in labelling maps	thorough accuracy in labelling maps
Application	**The student demonstrates**			
-completes tracking sheet	limited completion of tracking sheet	some completion of tracking sheet	considerable completion of tracking sheet	thorough completion of tracking sheet
-completes template of timetable	limited competence in completing template	some competence in completing template	considerable competence in completing template	thorough competence in completing template

Unit # 2: Numbers in Everyday Life

Time: 20 hours

Unit Developers: Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor.

Development Date: April , 1999

Unit Description

Students will begin to familiarize themselves with the community outside the classroom. They will learn the language needed to interact in stores and shops. They will begin to read simple written materials and to produce short, structured pieces of writing. The focus will be on the writing and spelling of numbers, the reading of local advertising, the manipulation of currency, and the writing and solving of mathematical problems.

Strands and Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.01L, AORV.02L, AORV.03L
Specific Expectations: AOR1.01L, AOR1.02L, AOR3.02L, AOR3.04L, AOR3.05L

Strand: Reading
Overall Expectations: AREV.01L, AREV.02L, AREV.03L
Specific Expectations: ARE1.01L, ARE1.02L, ARE1.04L, ARE2.03L, ARE2.04L, ARE2.05L, ARE2.07L, ARE3.02L, ARE3.04L

Strand: Writing
Overall Expectations: AWRV.01L, AWRV.02L
Specific Expectations: AWR1.02L, AWR2.01L, AWR2.02L

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01L, ASCV.02L
Specific Expectations: ASC1.01L, ASC1.02L, ASC1.03L, ASC1.04L, ASC2.05L, ASC2.06L, ASC2.07L

Activity Titles (Time and Sequence)

Activity 1	Money, Money, Money	2 hours
Activity 2	A Loonie, A Quarter or a Dime...?	3 hours
Activity 3	To Market, to Market	3 hours
Activity 4	How Much Did They Spend?	4 hours
Activity 5	Can I Afford It?	4 hours
Activity 6	Earning Money	4 hours

Unit Planning Notes

Numeracy can be an area in which preliterate students have some confidence. "Students who have bought, sold and bartered goods and services have a great deal of practical knowledge about economics and may have considerable math skills in handling money." (O'Malley and Chamot, 1995, p. 174) Although their understanding of mathematics may not have been formalized, concepts of adding, estimating, and evaluating may be well-developed. Many students may already have part-time jobs or be seeking employment. These strengths can be the foundation for lesson planning. Shopping provides opportunities to understand and use written language in students' personal worlds.

Check the mathematics assessments done for each student on arrival. If students have been placed in math classes consult with their teachers about how they are progressing. If math is not your strength, don't despair. Chapter 10 in The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach provides a thorough discussion of how language is used in mathematics.

Authentic materials from the local community such as catalogues, flyers, posters, and brochures are required for much of this unit. Sets of Canadian paper bills and plastic coins can be bought at teachers' stores or through a supplier of mathematics material such as Spectrum (905-841-0600) or The Scholastic Book Club (1-800-268-3860). A class set of simple calculators is needed; international currency and snapshots of world markets borrowed from staff and students will enrich the activities.

This unit is community-based and field trips are an integral part of the work. The school location, transportation and the receptivity of the local community will influence how much work outside the school is possible. Creating Successful Field Trips is a practical resource. Consult your school's excursion policy and make arrangements well ahead of time.

Throughout this unit, students will need to practice manipulating currency and figures. Many of the texts for teaching literacy have appropriate reproducible materials to use as exercises. Others are useful as models.

Classroom routines and projects such as word lists and picture dictionaries should be continued throughout this unit. An on-going practice introduced in Activity #1 is journal writing. In this unit a journal is modelled by the teacher in co-operation with the class writing a log of the class events each day to post and re-read. This is a preparation for more personal writing in Unit 3.

Emergent readers need to spend time on recognizing and writing the alphabet, memorizing words and learning decoding skills. Word frequency lists such as those found in A Handbook for ESL Literacy and Reading in North York Schools are useful for teacher reference. As the unit develops, the classroom walls should become "the sea of print" required for literacy. As the school year goes on, take advantage of opportunities to consolidate learning by having the class use money in real ways: fund-raising by selling pizza, organizing field trips and class parties.

Assessment and evaluation should be a joint activity in which learners are actively involved in recognizing what they have learned. Teachers need to choose times to evaluate when students are likely to experience a level of success that will build confidence that they will continue to learn. A Cumulative Checklist for the Reader at the Emergent Stage (Appendix A) identifies the steps in a reader's growth.

Prior Knowledge Required

- matches number symbols and words to at least twenty
- understands the format of a book (front, back, title)
- understands school and class rules
- understands the importance of keeping an organized notebook

Teaching/Learning Strategies

Brainstorming, Categorizing, Cloze (written), Co-operative Journal Writing, Copying, Writing Patterned Sentences, Directed Reading, Role-playing, Experience Charts, Excursions, Games, Key Word Lists, Labelled Collages, Paired Reading, Reading Aloud to Students, Read-along tapes, Reading Collections, Role-playing, Shared Reading, Semantic Mapping, Skimming/Scanning, Sketching, Think-alouds.

Assessment/Evaluation Techniques

Activity	Type	Tool	Category
Activity 1	Diagnostic Summative Formative	Teacher Observation Daily Quizzes Tracking Sheets	Knowledge Knowledge Application, Knowledge
Activity 2	Summative Formative	Matching Quiz Accuracy of Floor Plan	Knowledge Application
Activity 3	Diagnostic Formative Summative	Cumulative Checklist Tracking Sheets Dictated Story	Communication Knowledge, Communication Communication
Activity 4	Summative Summative	Collage Rubric Problem Solving Test	Know, Think, Comm, Application Thinking
Activity 5	Formative Summative	Teacher Observation Dream Room Poster	Communication Application, Knowledge
Activity 6	Formative Summative	Teacher Observation Tracking Sheet	Communication Communication

Expectations which are assessed through the assessment tools for each activity are denoted by the iconic symbol ✣ in each activity expectation list.

Resources

Bell, Jill, and Burnaby, Barbara. A Handbook for ESL Literacy. Toronto: OISE Press, 1984.

Chamot, Ana. O'Malley, Michael. The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Reading, MA. Addison-Wesley, 1994

English, Barbara, and Lipton-Doidge, Karen. Creating Successful Field Trips. Toronto: Irwin Publishing, 1997.

Reading in North York Schools: A Guideline for Teachers. Curriculum and Instructional Services. The North York Board of Education, 1995. (now Toronto District School Board)
Texts, CD ROMs and videos are available for loan across the province from the Alpha Plus Centre, 21 Park Road, Toronto, Ontario M4W 2N1. Tel: 416 975 1351, 1-800-788-11120. This library provides resources for adult learning. Teachers of students over fourteen years of age may use the resources. Alpha Plus will ship resources all over Ontario.

Activity #1: Money, Money, Money

Time: 120 minutes

Description

Students will share information about international currency and familiarize themselves with Canadian money. They will practise writing about money.

Strands & Expectations

Oral and Visual Communication: AORV.01L, AOR1.01L
Reading: AREV.01L, ARE2.03L, ARE2.04L
Writing: AWRV.02L✣, AWR1.02L✣
Social and Cultural Competence: ASCV.02L✣, ASC2.07L✣

Planning Notes

- A relay game explained in this activity as a review can be repeated many times within the unit using increasingly complex amounts of money, mathematical signs and written numbers.
- Materials Needed : Classroom money sets, foreign currency, multiple copies of descriptions of currency, copies of worksheets on mathematical signs, and on popular terms for currency, chart paper, markers

Prior Knowledge Required

- recognizes numbers from 1-100
- writes the numbers from 1-20 in both words and symbols
- keeps a notebook

Teaching / Learning Strategies

1. Introduce the unit by explaining that for the next few weeks the class will be studying money. Use a relay game to establish how much number recognition the group has. On one section of the chalkboard write the figures from 1¢ to 99¢ helter skelter. On another section of the chalkboard write the same figures in a different but equally random order. Divide the class into two teams. The team's task is to erase numbers as they are called out. The first team to erase each number gets a point. This game may be played throughout the unit as a warm up exercise.

2. Review the names of numbers taught in Unit 1, Activity #1. Then using a variety of work sheets (word cloze, matching, scrambled letters), have students practise the names of numbers. To assess learning, dictate numbers for students to write both in words and symbols. When most students can write words and numbers with some accuracy, begin a series of daily quizzes.

3. Discuss money used in other countries. Make a chart using headings such as: Country, Names of Money, Drawings of Coins and Bills. From the chart write sentences together such as: *In Canada we use dollars. In Sri Lanka we use rupees. A dollar has a bird on. . .*Have students copy these sentences into their notebooks.

   Introduce Canadian currency, using classroom money. Discuss the popular terms for currency, (penny, nickel, dime, quarter, loonie, buck, toonie). Develop a listening exercise in which pairs of students exchange various coins and bills. Give instructions such as: *Give your partner a*

quarter . . . Now, give your partner a twenty dollar bill. . . To reinforce this learning use worksheets and the listening activities found in Before Book One.

4. Introduce journal writing by beginning a classroom diary. Spend the last few minutes of the class preparing a model journal entry, recapitulating the day's work in past tense sentences. Monday, October ___, _____. *Today we looked at money. We wrote about money from around the world. For homework, we have worksheets.* Use chart paper and post the entries on the walls to reread regularly. Repeat this daily throughout the unit.

Assessment/Evaluation Techniques

1. Teacher observation of level of number recognition, noting that confusions between numbers such as 7, 17, 70 may be a pronunciation difficulty rather than failure to understand mathematical concepts. (Diagnostic)
2. Daily quizzes of dictated numbers, words and symbols. (Summative)
3. Tracking sheets to record when students achieve mastery in number writing from dictation, the names of currency and maintaining a notebook (Formative)

Accommodations/Special Needs

If students have repeated difficulty counting to 100 in English, more practice will be required. Mathematics consultants can be helpful in suggesting strategies and providing concrete material. Games such as bingo, dominoes, and playing cards can provide practice. Some students may not be allowed to play cards; these activities should, therefore, be optional.

Resources

Boyd, John and Mary Ann and Kezwer, Paula. Before Book One, Canadian Edition. Toronto: Prentice- Hall, 1993.

Activity # 2: A Loonie, A Quarter or A Dime . . . ?

Time: 180 minutes

Description

Students will continue to practise the use of Canadian currency, estimate costs, use calculators, write sentences about prices, role-play supermarket exchanges, and make a floor plan of a local store.

Strands & Expectations

Oral and Visual Communication: AORV.03L, AOR2.05L, AOR3.05L
Reading: AREV.02L, ARE2.05L, ARE3.04L
Writing: AWRV.02L✣, AWR2.01L✣
Social and Cultural Competence: ASCV.02L, ASC1.04L

Planning Notes

- Be aware that very efficient language learners often continue to use their first language for counting and calculation. Students should not be discouraged from using first language as a thinking tool.
- The work with currency requires some preparation. Use readings describing currency and exercises using signs such as =, d. Listening exercises using Canadian currency can be found in Before Book One. Be aware of how difficult it is to use Canadian and American money because of the quarter and nickel varying from base 10.
- Materials Needed: classroom money, class set of calculators, grocery store flyers, copies of a floor plan of local grocery store

Prior Knowledge Required

- familiarity with names and values of Canadian currency

Teaching and Learning Strategies

1. Begin class with a replay of the number recognition relay game introduced in Activity #1. Provide students with opportunities to manipulate money such as counting out classroom money for matching exercises to reinforce the names and values of Canadian currency. Then help them write the amounts in words: 3 dimes = 30 cents, 12 loonies = 12 dollars, 2 dimes and a nickel = 25 cents. When students have mastered the use of coins, mix coins and bills for amounts such as $1.25, $13.76. Make sure students are familiar with equals and not equals signs.

2. Distribute grocery store flyers to the class. In small groups, ask students to make a list of at least five items they could purchase with a twenty dollar bill. Teach one group how to add with a calculator. Regroup the class to allow students to coach other students in the use of the calculator. Have them check their lists and add or remove items to meet the twenty dollar limit. Help students develop patterned sentences from their lists. Write sentences they produce such as: *3 lemons cost 89 cents. A loaf of bread costs $1.19. A bag of rice...* Have the students copy these sentences in their notebooks. Ask each student to add two sentences using the flyers and the group sentences as models.

3. Role-play a situation in a supermarket. Take the role of a cashier and ask each of your customers to give you exact change in classroom money. Give them a written bill in advance in the first rounds; as they become more proficient increase the pace and announce the amounts: *That will be $7.55, sir.* When the amount is correct, give a receipt. Later, change roles with students. When students have mastered this task, give a matching quiz on currency.

4. Devise shopping games based on information gap activities such as those found in Elementary Communication Games. The context of the book is British: but the games are useful. An example is "Shopping Around". The purpose is for students to read lists of items and prices and decide where each item can be obtained most economically. Prepare two lists of prices from different sporting goods stores. Divide the class into pairs and give each pair a hand-written shopping list of equipment for an activity of interest such as soccer or track and field. Each student in the pair needs a different price list from the other. Students decide which store offers the best price for each item. They should then calculate the amount the equipment would cost.

5. Arrange an excursion to a local grocery store. Prepare a floor plan for students to label with the location of dairy products, vegetables, fruit, meat, frozen food, soft drinks, cashier, etc. (This could be adapted for a school store or a convenience store.)

Assessment and Evaluation Techniques

1. Matching quiz on currency (Summative)
2. Accuracy check of grocery store floor plans (Formative)

Accommodations/Special Needs

Additional work sheets and exercises involving numeracy are listed in the course resource list. Groups should be organized to include weaker students who may be having difficulty copying.

Resources

Hadfield, Jill. Elementary Communication Games. England: Nelson, 1984 (Distributed by Addison Wesley Longman)

Activity # 3: To Market, to Market

Time: 180 minutes

Description

Students will participate in prewriting activities which include understanding and discussing illustrated texts told or read aloud by the teacher. Students will sketch shops and markets that they remember and will dictate descriptions of their shopping experiences in their home countries. An excursion to a near-by market or pick-your-own farm is included.

Strands & Expectations

Oral and Visual Communication: AORV.01L✣,AOR1.01L_
Reading: AREV.02L✣, ARE1.021. ARE2.03L✣, ARE2.05L, ARE2.07L
Writing: AWRV.01L✣, AW2.01L✣
Social and Cultural Competence: ASCV.02L, ASC1.01L

Planning Notes

- The three books about markets describe a wide range of shopping experiences from supermarkets in Kuwait, to American fish markets and Hong Kong street markets. They validate the variety of shopping experiences students in this course may have had.
- Consider how much of the text students will understand if you read aloud. Looking at the illustrations and talking about the photographs and images that interest the class are also very valuable teaching strategies either as a preparation or a substitution. If the reading is just beyond the students' full comprehension, your modelling of phrasing, intonation, and pronunciation will help.
- Madhur Jaffrey in Market Days: From Market to Market Around the World. includes four international vegetarian recipes that can be assembled rather than cooked. If this book is not available, simplify such recipes from cookbooks.
- The culminating task is the student-dictated story. It may take several days to find time to work individually with each student. You may choose to overlap this activity with some of the work such as the collage in Activity #4 which the students can work at independently.

- The most efficient way to publish a classroom reader is to type the information students relate directly into a computer word-processing program. Use a large font so that students can see their words transformed into print on the screen. If a computer is not available in the classroom, the work may be entered later.
- Two more on-going strategies are introduced in this activity: a reading collection from which students rehearse familiar readings and a reading log.
- Materials Needed: pictures of shops and markets, a copy of the three books on markets in the resource list, current grocery store flyers, chart paper, markers, computer access, a modified cloze exercise based on a recipe for serving papaya, book pockets from the school resource centre, file cards, bristol board for making a reading log.

Prior Knowledge Required

- an understanding of the format of a book (front, back, title)
- experience with shops and markets

Teaching /Learning Strategies

1. Most students have had experience with shopping for household goods and necessary items. Use snapshots and pictures from cookbooks or magazines to begin a discussion about markets. Use a few of the photographs in Shops and Markets around the World as a way of previewing the text. Read the book aloud to the class or to small groups . Follow on other days with Lewin's Market! and Jaffrey's Market Days: From Market to Market Around the World. Have students use the recipes in Market Days for practice in scanning. Ask them to make a shopping list for the ingredients. Use flyers from local grocery stores to decide whether the ingredients are available in the community and if so, how expensive they are. If students are interested, shop for ingredients and have the class follow some of the recipes.

2. Read Jaffrey's recipe for serving fresh papaya to the students. In pairs have students reread the recipe. Provide a modified cloze exercise of Jaffrey's recipe. Use the recipe as a skeleton for a controlled composition on how to serve another fruit such as pineapple.

3. Introduce sketching by modelling a quick drawing of a market where you have shopped. Distribute chart paper and markers to students and have them sketch a shop or market from their country. Encourage as much detail as possible.
   Then model a paragraph on the chalkboard describing your own sketch. As you write, use a think aloud approach. *I need to begin this way. This is the market my family and I go to on weekends. In my picture I've got the people I buy my apples and cheese from. I'll put it down this way: Every Saturday morning my family and I get up at 6 o'clock so we can go to the market early...* Read your composition aloud to the students and explain that you are going to write a book together about their stories.

4. Plan some quiet work time. Have students individually dictate stories about their market scenes. Some may describe; others may introduce narrative. Question for more detail as they speak. Choose a title together and publish the book as a classroom reader. Give each student a copy and launch the masterpiece by reading aloud while the class follows. Have the students keep this work in their reading collection as one of their practice reading pieces. Over the next few weeks, students practise and demonstrate reading their own and their classmates' stories aloud to reading partners and to the teacher.

5. Begin individual reading logs with students. Make a classroom chart using library book pockets. On each pocket print a student's name. Give each student a file card with these labels at the top of columns: Author, Title, Date Finished, No. of Pages and a Comment. Make sure they include all the books read aloud to the class and their own reader on shopping around the world. Students will be responsible for updating their file cards as books are read aloud or as they finish their own independent reading.

6. Plan an excursion to a near-by outdoor market or pick-your-own farm. Local farms and orchards often provide videos explaining what students can expect to see. Activities involving weighing produce, writing language experience stories, and creating photo essays are useful ways of consolidating and extending the skills begun in the classroom.

Assessment/Evaluation Techniques

1. Cumulative checklist for the reader at the emergent stage (Diagnostic) (Appendix 1)
2. Assess the dictated story using categories such as the amount of detail of the sketch, the amount of printing attempted, and the length and interest of the final description told. (Summative)
3. Tracking sheets noting which students have read stories from the classroom reader aloud, and the numbers of attempts required for completeness and accuracy in list-making and patterned writing. (Formative)

Accommodations/Special Needs

Students who are beginning to be interested in independent reading could be introduced to other books of photographs with limited amounts of reading. Shops and Markets around the World is part of a series called Around the World which explores topics such as clothes, festivals, food, houses, musical instruments, toys and games. Another set of books with photographs and very simple readings on interesting topics is a series called New True Books. This reading should be available either in a classroom library or a school resource centre.

Less orally proficient ESL learners may only be able to show a sketch of a market. The teacher should provide a few sentences that describe the drawing and incorporate words the student recognizes so that all students can make a contribution to the class reader. Other students may be able to label or begin to write. They should be encouraged to do so.

Resources

Hall, Godfrey. Shops and Markets around the World. Hove, East Sussex, England: Wayland, 1995.
Jaffrey, Madhur. Market Days: From Market to Market Around the World. BridgeWater Books, 1995
Lewin, Ted. Market! New York: Lothrop, Lee & Shepard Books, 1996.
New True Books (series title). Chicago: Children's Press.

Activity # 4: How Much Did They Spend?

Time: 240 minutes

Description

Students will begin to learn the spelling of key nouns and the forms for writing prices by making and labelling a collage. They will use graphic organizers to progress from planning to drafting mathematical word problems.

Strands & Expectations

Oral and Visual Communication: AORV.02L, AORV.03L✣, A0R3.04L✣
Reading: AREV.01L, AREV.02L, AREV.03L✣, ARE3.02✣
Writing: AWRV.02L✣, AWR2.01L, AWR2.02L✣
Social and Cultural Competence: ASCV.02L✣, ASC1.04L✣, ASC2.06L

Planning Notes

- The collage is a time-consuming undertaking. Once students understand what is required in their collage, they should be able to work independently to classify, categorize and label a variety of items. When independent work is under way, teachers will then have time to give individual help to students who are likely to be very disparate in their familiarity with money and with problem solving. A cultural difficulty in collage making is that North American advertising uses models in sexist and racist ways. You cannot edit every magazine that comes into your classroom but you can set firm guidelines for student work as outlined in the first section of the activity.
- Colleagues from Art, Family Studies, and Science may have samples of collages that will help students understand that such assignments are valued in secondary schools.
- In problem-solving, pay particular attention to words that occur on high frequency word lists. Make sure that these are part of each student's sight word vocabulary.
- Materials Needed: construction paper, magazines and catalogues, scissors, glue, computer access or stencils, chart paper, flyers from local stores, markers, multiple copies of worksheets for teaching strategies 3 and 4.

Prior Knowledge Required

- Mastery of numbers to 100 in both words and symbols
- Identifies the value of Canadian coins and bills.
- Matches classroom money to money values expressed in written terms such as 25¢, $21.25, a dollar and a quarter.

Teaching /Learning Strategies

1. The student's assignment in this activity is to make and label a collage with names and approximate prices from the supply of magazines and catalogues in the classroom. Display examples of collages other students have completed. Have students choose a topic for their own collage such as clothing, fruit, vegetables, sports equipment. Do not use flyers this time. Make clear that certain images are not acceptable in our schools. Veto inappropriate material with an emphasis on not hurting the feelings of male and female peers.

   There are several ways to make labels. Teach the steps of using a word-processing program with decorative fonts and varied type sizes. If you have a class-room computer, list the steps on a wall

poster as a reminder. Another way of making labels is to use stencils. This reinforces the shapes of the letters and is an excellent homework assignment. Yet another way is to teach lettering in upper case letters as is done in drafting. Titles can be lettered by joining two pencils with elastic bands and drawing double lines.

Have students research prices by looking through catalogues and flyers or by visiting a mall. Attach prices to pictures in collage. Return to the personal picture dictionaries and word lists from Unit 1, Activity #6. Have students continue to add words they are learning. Use these as a source of words for spelling quizzes.

2. Reinforce money-handling skills. Role-play giving exact change and calculating which bill or coin is required to cover a total cost. Practice rounding up from prices given such as $3.99.

   Make up a version of "The Price is Right". Set out trays of real items and have students estimate how much they would pay for each. Label the items. Have students record the names of the items in their word banks. Create worksheets using the names of some of the items and the students' estimates. Using flyers and catalogues students then research accurate prices and judge how close their guesses were.

3. Discuss ways of reading. Review the ways students have already read in this course: browsing through school year books, skimming flyers from stores, listening for the main ideas and observing the pictures in illustrated texts. Explain that problems in mathematics involve a kind of close reading and sorting out of facts that is very different from the reading of other material. Show students some examples of addition problems in math, e.g. *On the way home from school Sharif and William bought a bag of potato chips and a large bottle of pop. The chips cost $2.59 and the pop cost 99¢. How much money did they spend?*

   Demonstrate how to fill in a chart with the following titles: Story (situation), Numbers (data), ? (Question) from the problems. As you demonstrate, use a think aloud technique: *Now, these two fellows are going home from school...I guess that's the story. I'll just draw their pictures here and put the names under them. I don't think it matters where they're going...so I'll leave that out...Now do they each buy a bag of chips and a pop?....or are they going to share?...It must be just one big bag of chips if it costs almost $3.00. ...I'll just draw it here, etc.*

   Distribute flyers from a hardware store. Ask students to imagine people who might buy certain items. Fill in the chart used in the last exercise by drawing stick figures with names in the story (Who?, Where?, When?) column. Then ask what they would buy from the flyers. Cut out two or three items and glue them to the chart. Add the prices. Repeat until you have five or six situations. Go back and ask what math question could be asked. Demonstrate how each of the chart entries could be made into a math problem. Use these sentences as examples of the use of capital letters, periods and question marks. Have them copy the problems into their notebooks and find answers.

4. Distribute chart paper, scissors, markers, and flyers to pairs of students. Help them repeat the exercise of making up situations, i.e. *Story: On Saturday afternoon there was a no tax sale at the mall. Numbers: Rosa bought batteries for $4.00 and a flashlight for $14. Question: How much did Rosa spend?* Test the clarity and completeness of the problems by solving them together. Make up a test by choosing problems from the students' work.

Assessment/Evaluation Techniques

1. Test of student-written problems (Summative)
2. Rubric for the collage (See Appendix 2) (Summative)

Accommodations/Special Needs

- Maintain a class penny jar to provide concrete material for students who need counting practice.
- Consult with a math consultant for suggestions on obtaining and using mathematical manipulative material.

Resources

Chamot, A. and O'Malley, M. Mathematics Book A: Learning Strategies for Problem Solving. Reading, MA: Addison-Wesley, 1988.

Activity #5: Can I Afford It?

Time: 240 minutes

Description

Students will develop literacy skills by discussing spending money and learning to budget. Activities involve deciding on essential and optional expenses and looking at ways to plan spending realistically.

Strands & Expectations

Oral and Visual Communication: AORV.01L✣, AOR1.01L✣
Reading: AREV.02L, ARE1.02L
Writing: AWRV.02L, AWR2.01L, AWR2.02L
Social and Cultural Competence: ASCV.02L✣, ASC2.06L✣

Planning Notes

- Students need to be aware that planning how to spend and save money is a highly subjective concept. There are essential expenses and expenses that are optional. Relate this topic to the everyday needs and resources of the students. It is not intended that these activities will intrude into the spending habits or personal finances of the class. Rather the intent is to consider the concept of spending and saving money as reflecting one's own personal needs and resources.
- Prepare a simple reading on how one fictional student spent money during a week and a second reading in which a decision about how to spend money must be made.
- Have a plentiful supply of home furnishing catalogues and flyers for students to create dream rooms on a budget and with unlimited funds.
- Materials Needed: home furnishing catalogues, chart paper and markers, bristol board.

Prior Knowledge Required

- reads simple stories with previously learned vocabulary and sentence structures
- works cooperatively in pairs or small groups
- uses computer for making labels
- writes guided stories using previously learned vocabulary and sentence structures

Teaching/Learning Strategies

1. Brainstorm how high school students generally spend their money. On the chalkboard categorize the items as essential and optional. Model a budget which begins with essential items but includes some optional spending.

2. Provide the class with a simple story on how one fictional student spent money during a week. Review the spellings of the days of the week. Read the story together and identify new vocabulary. In pairs have students make a chart of the items in the story considered essential and optional. Assist students with spelling and vocabulary. As a class discuss perceived differences.

3. Present a second story involving a dilemma in spending money. For instance: *Kumar's parents gave him $15.00 for his field trip. On the way to school he met two friends and they stopped at the convenience store. Kumar bought chocolate bars and chips for his friends. Now he doesn't have enough money for the field trip. What should he do?* Have students identify realistic solutions to the story problem. Write these solutions on the board.

4. In small groups have students compose simple stories about budgeting problems. Use these details as starters for language experience stories. Encourage groups to explore options for resolving each others' problems.

5. To practise budgeting, have students create two posters on dream rooms. One dream room poster is with a budget set by the teacher containing essential things. The second dream room poster is with unlimited funds containing essential and optional items. Encourage the use of the computer for labelling the poster. Have the students present the two posters to the class with an explanation of the choices made.

Assessment/Evaluation

1. Teacher observation of the level of participation in the group budgeting task (Formative)
2. Assessment of posters and class presentations of dream rooms (Summative)

Accommodations/Special Needs

- Have fluent students make tapes of stories to be transcribed later. Other students may wish to sketch the situations they will describe.

Activity # 6: Earning Money

Time: 240 minutes

Description

Using an illustrated text students will explore the skills they bring with them to this class and consider how roles of children and adolescents vary around the world. Students will list skills, retell a story and record it from a chart. They will create a photo essay with captions and re-write the captions as a composition on jobs using the simple present tense.

Strands & Expectations

Oral and Visual Communication: AORV.01L, AOR1.01L
Reading: AREV.01L✣, ARE1.01L✣, ARE1.02L, ARE2.03L, ARE2.04L
Writing: AWRV.02L✣, AWR1.02L✣, AWR2.02L✣
Social and Cultural Competence: ASCV.01L✣, ASCV.02L, ASC1.03L✣, ASC2.07L

Planning Notes

The complex ideas to be discussed in the work with The Day of Ahmed's Secret will help to establish that illustrated texts can be sophisticated. Be prepared for a discussion of child labour laws, compulsory school attendance, safety when transporting chemicals, licensing of vendors, and drivers, the importance of literacy, variations in script for different languages. The grammatical forms which are a natural outgrowth of this discussion include modals such as *can, can't, to be able to.*

Prior Knowledge Required

- exposure to present continuous tense and simple present tense
- familiarity with brainstorming and language experience stories

Teaching/Learning Strategies

1. Brainstorm household chores and part-time jobs that students did before coming to Canada. On another section of the chalkboard list the chores and jobs they do now.

2. Introduce the picture book, The Day of Ahmed's Secret by explaining how books written for children have layers of meaning and messages that are beyond the comprehension of young children. Tell or read Ahmed's story. Then return to the book focusing only on the illustrations. Elicit from the students what skills Ahmed already has. Record these on chart paper highlighting his entrepreneurial skills in a list entitled: *Ahmed Can.* Then discuss the students' work experience and list the skills they have acquired in a list entitled: *We Can.* Have students copy the lists into their notebooks.

3. Re-read the book. This time have students re-examine Ahmed's daily routine predicting which activities he would not be allowed to do in Canada and what he would need to learn.

4. Have students retell the story, using the pictures as prompts. Record their story as a language experience story on chart paper. Make a printed copy to add to their reading collection. Return to this reading for a variety of directed reading activities.

5. With the students plan an excursion to a local store or mall. A tour behind the scenes at a mall would introduce students to careers. Have students take photographs of people working. Use the photographs for a photo-essay to share with beginning ESL students. Help each student write captions answering the question: What are they doing? *He is cooking hamburgers. She is cutting hair. He is arranging flowers.*
   Draw students' attention to the *-ing* form of the verb. Some may know the terminology *present continuous*. Others may be more comfortable with *helping verb plus ing word.* It is important for them to know that verbs are time words and that *is cooking, is cutting* refer to what a person is doing now. Show them that to show what people do *often, sometimes, always, never or every day* is shown with the s form of the verb with he and she and with no endings with other pronouns. Students may know the terminology *simple present.*

6. Extend this activity by teaching the names of jobs and having students write their first compositions: Jobs in the community: *The florist arranges flowers. The hairdresser cuts hair.*

Assessment/Evaluation

1. Teacher observation of level of participation and understanding of adolescent roles and responsibilities during discussing of The Day of Ahmed's Secret (Formative)
2. Tracking sheet for completion of lists, experience chart stories and captions. (Summative)

Accommodations/Special Needs

- Telling the story rather than reading is a way to simplify the narrative for students who have less fluency in English.

Resources

Heide, Florence and Gilliland, Judith. The Day of Ahmed's Secret. New York: Lothrop, Lee & Shepard Books, 1995.

Appendix 1: A Cumulative Checklist for the Reader at the Emergent Stage

(Page can be set-up with 3 columns for dates and descriptors at left side of page)

This checklist is meant to be used at various times throughout the course. The columns have space for dates close to the beginning of the course, mid-course and at the end. Use the descriptors None, Limited, Considerable, Thorough

Student_____ Age_____Home Form_____ School Year_____

Beginning Mid-course End of Course

1. Reads for Enjoyment
- enjoys being read to
- shows an interest in print, flips through magazines
- enjoys seeing own ideas in print

2. Reads for information and demonstrates understanding
- knows that books are sources of information
- recognizes that the print and the illustrations tell the story
- begins to develop an awareness that readers read for a variety of purposes

3. Reads aloud with meaning and expression
- rote reads own dictated stories from memory

4. Finds and uses information for personal research
- knows that books have a front and a back
- demonstrates book-handling knowledge (right-side up, understands that flyers and newspapers are expendable and that text books and library books are not)
- signs out material from school resource centre or classroom library
- recognizes that a book has a title
- understands that personally useful information is found in print: school timetable, TV schedules, sales at stores, the driver's manual

5. Reads with skill and understanding
- reads some environmental print, e.g. signs, labels
- recognizes and prints own name
- recalls, retells a story simply, including some events and characters
- shows an emotional response to material read aloud
- connects stories with experiences
- makes predictions about material being read
- begins to develop letter/sound correspondence

6. Reads with discrimination
- has an expectation of success in learning to read
- asks questions about material read to him/her
- has favourite reading material

Adapted from *Reading in North York Schools: A Guideline for Teachers. Curriculum and Instructional Services.* The North York Board of Education. 1995 (now Toronto District School Board), p.267. (Permission to use has been requested)

Appendix 2: SAMPLE RUBRIC FOR ASSESSING A COLLAGE

RUBRIC FOR ASSESSING COLLAGE (UNIT 2 ACTIVITY 4)				
Categories	**50-59% Level 1**	**60-69% Level 2**	**70-79% Level 3**	**80-100% Level 4**
Knowledge/ Understanding	**The student demonstrates**			
-understands and uses relevant images	limited relationship of pictures to topic	some relationship of pictures to topic	considerable relationship of pictures to topic	thorough relationship of pictures to topic
Thinking/ Inquiry	**The student demonstrates**			
-uses a variety of pictures	limited variety of pictures	some variety of pictures	considerable variety of pictures	thorough variety of pictures
-classifies items into relevant categories	limited competence in classifying	some competence in classifying	considerable competence in classifying	thorough competence in classifying
Communication	**The student demonstrates**			
-copies accurately (e.g., spelling)	limited accuracy in copying	some accuracy in copying	considerable accuracy in copying	thorough accuracy in copying
-uses bank of sight words	limited use of bank of sight words	some use of bank of sight words	considerable use of bank of sight words	thorough use of bank of sight words
-labels pictures accurately	limited competence in labelling pictures	some competence in labelling pictures	considerable competence in labelling pictures	thorough competence in labelling pictures
Application	**The student demonstrates**			
-matches appropriate prices to items	limited competence in matching prices to items	some competence in matching prices to items	considerable competence in matching prices to items	thorough competence in matching prices to items

Unit 3: Health and Safety

Time: 20 hours
Unit Developer(s): Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Paula Markus, Eleanor Minuk, Jane Sims, Betty Ann Taylor
Development Date: July 1999

Unit Description

This unit is designed to help students to respond effectively in emergency situations, to explore community resources, and to apply their knowledge about health and safety to everyday life. Students learn how to recognize an emergency, make an emergency phone call and understand safety signs and symbols. They acquire knowledge about fire safety and prevention, safety at school, seasonal safety and basic first aid. The unit activities provide opportunities for students to read a variety of simple reading materials, to use some basic reading strategies, to write simple texts, and to participate in discussions and work co-operatively on shared classroom tasks. Students demonstrate knowledge of safety issues by participating in a class Safety Awareness Exhibit.

Strand(s) and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01L, AORV.02L, AORV.03L.
Specific Expectations: AOR1.01L, AOR1.02L, AOR1.03L, AOR1.04L, AOR1.05L, AOR2.01L, AOR2.02L, AOR3.03L, AOR3.05L.

Strand: Reading
Overall Expectations: AREV.02L, AREV.03L.
Specific Expectations: ARE1.01L, ARE1.02L, ARE2.01L, ARE2.04L, ARE2.05L, ARE2.07L, ARE3.02L, ARE3.04L.

Strand: Writing
Overall Expectations: AWRV.01L, AWRV.02L.
Specific Expectations: AWR1.01L, AWR1.02L, AWR2.01L, AWR2.02L, AWR2.03L.

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02L.
Specific Expectations: ASC1.02L, ASC1.04L, ASC1.10L, ASC2.01L, ASC2.02L, ASC2.04L, ASC2.05L, ASC.06L, ASC2.07L, ASC2.08L.

Activity Titles (Time + Sequence)

Activity 1	Help! When and How to Call for Help	3 hours
Activity 2	Fire Safety	3 hours
Activity 3	Safety Signs and Symbols	2 hours
Activity 4	Basic First Aid	3 hours
Activity 5	Safety at School	3 hours
Activity 6	Seasonal Safety: A Plan For All Seasons	2 hours
Activity 7	Fast Thinking: Safety Awareness Exhibit	4 hours

Unit Planning Notes

Personal safety is of fundamental importance to all students. ELD students need confidence in handling health and safety situations. They must also learn how to respond effectively in spite of limited literacy skills. The focus of this unit is to connect students to real life situations and to assist students in extending their literacy and numeracy skills.

Before beginning the unit, teachers are encouraged to familiarize themselves with accurate information about the health and safety topics covered in the activities. Contact local community police and fire departments to arrange field trips and obtain up-to-date resource materials. Many police and fire departments have websites from which information relevant to this unit can be downloaded.

Teachers are not expected to be trained in first aid in order to teach this unit. However, certain parts of Activity 4 require assistance from a trained first aider. We suggest inviting school personnel who are qualified in first aid to assist in giving a class demonstration on first aid techniques. Given the emphasis on life saving in the Ontario Curriculum, Grade 9, Health and Physical Education, 1999, staff are encouraged to take first aid training and to obtain resource material. In addition, it is strongly recommended that teachers contact The St. John Ambulance Society to arrange an in-class first aid demonstration and obtain copies of their resource materials. This province wide organization hopes to visit every school in Ontario to promote safety training using a preventative perspective. First aid demonstrations are done at no cost to the school.

Authentic materials are crucial to the success of this unit. A collection of safety posters, pamphlets, signs, symbols, newspaper headlines, pictures and stories will stimulate discussion and facilitate the explanation of new concepts. Set aside time each day to read aloud safety stories from the newspaper and have students participate in discussions that focus on personal responses to the newspaper articles read aloud. Bring in a First Aid Kit, a fire extinguisher, a smoke detector, and a carbon monoxide detector. Have a good supply of basic first aid equipment such as gloves, bandages, gauze, tweezers, and ice packs for students to use. Students can purchase personal copies of *Pocket Guide to Emergency First Aid* for 75 cents. Although the reading level of this booklet may be difficult for emergent readers, it is important for students to have authentic reading materials that can be shared without embarrassment with friends and families.

A service available to assist non-native speakers of English in emergencies is the *AT and T Language Line Service.* Access to this line is available directly from 911 service (or whatever alternate emergency telephone service exists in your community). Simply mention to the emergency operator the name of the language spoken, and the operator will immediately involve the *AT and T Language Line.* Students should know about the existence of this special service.

A key component in this unit is the partnership between the school and the home. Several of the activities suggested invite home participation. Making a list of emergency numbers for home use, creating a home fire escape plan, and encouraging families to have a First Aid Kit are examples of the extension of the school curriculum with everyday family life.

It is essential that students explore ways to be safe in their school. Before beginning Activity 5, review the school rules from *Unit 1 Orientation to School Life.* Consult with school staff on some of the problems emergent readers may have with individual subject safety procedures and develop together ways to address these problems. Personal safety at school includes psychological safety. A school environment that is free of racial and sexual harassment is as important to students as being in a physically safe environment. Make students aware of the board's racism and sexual harassment policy and teach students how to report problems and to get help if they are being harassed. If such a policy is not yet in place teachers could refer to the Ontario Human Rights Code.

The culminating performance assessment task of this unit is for students to organize and participate in a Safety Awareness Exhibit for other classes. The purpose of the Safety Awareness Exhibit is to give a positive boost to emergent readers by having them share their work and demonstrate to guests the skills and knowledge they have learned. Students prepare a poster or a handout about a safety topic that interests them. They make a short oral presentation explaining their visual or prepare a role play that explains a safety topic.

At the beginning of the unit, explain the concept of a Safety Awareness Exhibit. As students progress through the unit activities, suggest ideas for posters and handouts that can be used in the Safety Awareness Exhibit. Have art supplies, pictures, pamphlets, and visual aids for the class to use while making their posters. Include the class in planning the exhibit, deciding whom to invite and where to hold the event. This is an excellent opportunity to involve the home, other students, staff, and community members. Consider what will work best for your group: an in class display with students there to explain their posters to guests, a static display in the library or other special area of the school, or an exhibit to be taken to a local elementary school. Consult your school calendar to see if your exhibit can coincide with a school wide event such as education week or parents' information night.

Allow sufficient time for students to complete their visuals and practise their presentations. Have a dress rehearsal where students can set up their displays, practise their presentations and practise speaking to guests.

Collect samples of posters which demonstrate achievement at the four levels.

Prior Knowledge Required

- knows personal information in written form
- recognizes phone numbers
- understands the importance of keeping an organized notebook
- understands school and class rules
- is familiar with various areas of the school
- works co-operatively in pairs or small groups
- understands prices from store flyers
- reads simple maps and graphs
- constructs simple floor plan
- reads simple stories with previously learned vocabulary and sentence structure
- writes guided stories using previously learned vocabulary and sentence structure
- is familiar with brainstorming, categorizing, role plays, matching exercises, cloze exercises,
- knows how to create posters

Teaching/Learning Strategies

brainstorming, categorizing, cloze, co-operative writing, copying, dialogue journals, guided writing, directed reading, sequencing, role playing, experience charts, excursions, language games, key word lists, student-created posters, paired reading, reading aloud to students, read-along tapes, shared reading, skimming/scanning, sketching, think-alouds, small group work, viewing videos, sharing experiences orally, visual materials, internet searches, creating rhymes, songs, or rap.

Assessment/ Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Formative Summative	Checklist Phone Numbers True/False Listening Quiz	Knowledge Knowledge/Communication
Activity 2	Formative Summative	Role Play Checklist of Fire Escape Plan	Communication/Application Communication/Application Knowledge
Activity 3	Formative Summative	Cloze exercise Matching Exercise	Knowledge Knowledge/Thinking/ Communication
Activity 4	Summative Formative Formative	Sequence Sheet Draw/Label First Aid Kit Role Play 911 call	Knowledge Knowledge Application/Communication Knowledge/Thinking
Activity 5	Formative Summative	Observation of Rules School Rules Sentences	Communication Knowledge/Communication/ Application
Activity 6	Summative	Group Safety Tips	Communication/Knowledge/ Application
Activity 7	Summative Summative	Poster or Handout Oral Presentation or Role Play	Knowledge/Communication Thinking/Application

Resources

Books

Carver, Kasloff Tina et al. *A Canadian Conversation Book: English in Everyday Life*, 2nd ed. Toronto: Prentice-Hall Allyn and Bacon, 1997.

Driver's Handbook. Ontario Ministry of Transportation, 1998.

Gagne, Antoinette et al. *Emergencies.* Ville Salle, Quebec:Didier,1987.

Health and Physical Education, Grades 9 and 10. Ministry of Education and Training Ontario. 1999.

Hoban, Tana. *I Read Symbols.* New York: Greenwillow Books, 1983.

O'Malley, J., Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers.* Addison Wesley, 1997.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Monolingual Canadian Edition.* Don Mills, Ontario: Oxford University Press Canada, 1999.

St. John Ambulance, *Pocket Guide to Emergency First Aid.* St. John Priory of Canada Properties, 1998.

Tanaka, Grace and Kay Ferrel. *English Extra.* Upper Saddle River, NJ: Prentice Hall Regents, 1998.

Zuern, Guenther. *Ontario Reader 1997.* Toronto, Ontario: Newcomer Communications, 1997.

Zuern, Guenther. *Ontario Reader 1999.* Toronto, Ontario: Newcomer Communications, 1999.

CD-ROMs

St. John Ambulance. *First Aid Training for Life.* Canada: Viva Interactive Learning Inc., 1998.

Web Sites

St. John Ambulance on the web
www.sja.ca.

Fire departments on the web
www.city.toronto.on.ca/fire/index.htm
www.fire.ottawa.on.ca/educate.html

Police departments on the web
www.torontopolice.on.

Videos

Fire...Not In My House - Consult your school board video catalogue.

Fire: two ways out - Consult your school board video catalogue.

Skin - Consult your school board video catalogue.

Activity 1: Help! When and How to Call for Help

Time: 180 minutes

Description

Students recognize an emergency situation, practise how to place an emergency phone call, and keep a list of emergency numbers for use at home. By using interactive tasks and authentic materials, students are able to ask and answer questions about emergencies, ask for and give clarification, reconstruct a sequence of events, and record important information.

Strand(s) and Expectations

Oral and Visual Communication: AORV.01L, AORV.02L❖; AOR1.01L, AOR1.02L, AOR1.03L, AOR1.04L, AOR2.01L, AOR2.02L.
Reading: AREV.02L, ARE1.02L, ARE3.03L.
Writing: AWRV.02❖, AWR1.02L❖.
Social and Cultural: ASCV.02L, ASC1.10L.

Planning Notes

- Collect safety posters, pamphlets, pictures, and newspaper headlines of local and international emergencies and other related materials to use as resources and visual aids for a class safety display. Excellent sources for materials are your local community police unit and fire department and the St. John Ambulance Society. These authentic materials provide up to date information that helps students make connections with real life situations. Encourage students to find materials to add to the class safety display.
- Contact your local community police unit to obtain print and visual resources on how to make emergency phone calls. Police department web sites also provide accurate information on how to make an emergency phone call.
- Examples of emergency situations can be found in *English Extra, A Canadian Conversation Book: English in Everyday Life* and *The Oxford Picture Dictionary, Canadian Edition.*
- Bring in several copies of the phone book to show the list of local emergency numbers.
- Prepare multiple copies of a blank personal emergency list for students to complete and use at home.

- Create an easy to read script on making a 911 call using the school setting as the location. Refer to *A Canadian Conversation Book: English in Everyday Life, English Extra*, police department, and/or St. John Ambulance materials.
- Tape your teacher-prepared script.
- Create a true and false listening test of important facts learned in this activity.

Materials Needed

- pamphlets, posters, pictures, and captions from local newspapers on first aid and emergencies; several local phone books, police, or St. John's Ambulance resource material outlining a 911 emergency call; tape and script of teacher making a 911 call; true and false listening test; blank personal emergency lists.

Prior Knowledge Required

- knows personal information
- recognizes phone numbers

Teaching and Learning Strategies

1. With a display of photos and posters on first aid and emergencies as a backdrop, begin a class discussion of what constitutes an emergency. Determine if anyone in the class has ever been involved in a fire, an accident, or other emergency situations. Students need time to tell personal stories about their own experiences, if they feel comfortable doing so. From the group discussion, record key points on chart paper and begin a class list of serious emergency situations. Students copy the list into their notebooks. As the unit progresses, the class adds other emergencies to the chart and into their notebooks.
2. Throughout the activity, encourage students to select visual materials to add to the class safety display. Set aside time daily for the teacher to read aloud newspaper stories about safety and have the students participate in discussions that focus on personal responses to the articles read aloud. *Ontario Reader 1997* has 3 newspaper stories for the teacher to read aloud on what to do in an emergency.
3. Using the list of emergency situations as a guide, help the class to define an emergency. Write the group's definition on chart paper and display prominently. Students copy the definition into their notebooks.
4. Discuss non-emergency situations. Make a list on chart paper.
5. Have the class explain what happened during serious emergencies in other countries and what they would do in a serious emergency in Ontario. In the discussion, emphasize the importance of immediately calling for help if a person's life is in danger or if someone needs help right away. Distribute local phone books to the class. Explain that in most areas of Ontario there is one phone number, 911, that connects with the police, the fire department, and an ambulance service. Discuss the serious consequences of dialing 911 when there is no emergency. Point out the list of emergency numbers found in the front of every phone book and explain when and why to call these numbers. In pairs have students practise reading aloud the numbers and words of emergency services. Circulate and assist students with clarity in oral communication.
6. Explain that each of us, in times of emergency, can forget important information. It is helpful for everyone to prepare a list of emergency numbers ahead of time to keep near the phone. The list must have your address, the nearest intersection to your home, the emergency number 911, and the phone number of the police and poison information centre. The list also includes the name and numbers of a neighbour, and a nearby family friend. Distribute blank copies of a personal emergency list for students to complete at home. Assess the list for completion and accuracy.

7. Explain in detail the vital steps for making a 911 call. When someone calls 911 the operator will need the answers to these questions: *What service do you need? Where did the accident take place? What happened? When did the accident take place? Who is hurt? What are you doing to help?* Students copy these questions into their notebooks. Distribute a teacher made script of a 911 call using the school as the location. Play a tape of the script and have students follow along. Have pairs of students role play making emergency phone calls. Have students complete the answers by using patterned sentences such as "I need..." "My name is...I'm calling from...." "There are__ people hurt." Refer to *English Extra* and *Canadian Conversation Book* for practice dialogues. Stress to the students to remain calm, to speak clearly, to listen carefully to the key words of the questions asked and to not hang up until told to do so.
8. Students complete a true or false listening test based on information learned in this activity.
9. Explain to the class that at the end of this unit they will participate in a Safety Awareness Exhibit. Refer to the unit planning notes for more details. Begin a chart of possible class projects for the Safety Awareness Exhibit. Explain to students that creating a poster of what is and what is not an emergency could become one of the projects of the safety exhibit.

Assessment/Evaluation

- Checklist of accurate completion of emergency numbers list (Formative)
- True and false listening test of important facts learned in this lesson (Summative)

Resources

Print

Carver, Kasloff Tina, et al. A Canadian Conversation Book: English in Everyday Life, 2nd ed. Toronto: Prentice-Hall Canada, 1997.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Monolingual Canadian Edition.* Toronto: Oxford University Press Canada, 1999.

Tanaka, Grace and Kay Ferrel. *English Extra.* Upper Saddle River, NJ: Prentice Hall Regents, 1998.

Zuern, Gunther. Ontario Reader 1997. Toronto, Ontario: Newcomer Communications, 1997.

Web site

www.torontopolice.ca

Activity 2: Fire Safety

Time: 180 minutes

Description

In this activity, students learn about fire safety and prevention in the school and in the home. They explore measures for preventing fires, and become familiar with and practise actions required in case of fire. The language needed to report a fire and to ask for help is reviewed. Students practise formulating questions. They read bar graphs and also focus on sound symbol differences in rhyming words.

Strand(s) and Expectations

Oral and Visual Communication: AORV.02L; AORV.03L; AOR 1.03L; AOR 1.04L.
Reading: AREV.02L; AREV.03L; ARE 2.01L; ARE 3.02 L.
Writing: AWRV.01 L❖; AWRV.02L❖; AWR1.02L; AWR2.01L; AWR2.03L.
Social and Cultural: ASCV.02L; ASC2.01L; ASC2.04L.

Planning Notes

- Locate your school fire safety plan and create a simplified version of the steps to take in case of fire.
- The local fire department is an excellent resource for materials and information on fire safety and prevention. In addition, many fire departments have developed programs for adolescents. Arrange a visit to a fire station or invite fire department personnel to visit the class and teach how to escape a burning building and what to do when clothes ignite. Teachers may obtain additional information from fire department web sites.
- Be aware that some students live in apartment buildings where there is a predetermined fire exit route. Landlords are responsible for smoke alarms and carbon monoxide detectors.
- Become familiar with the location of the fire extinguishers in your school.
- Borrow a fire safety video, such as *Fire ... Not in My House* or *Fire: two ways out* (2nd edition), from your board or fire department.
- Obtain a map of the school, labelled with the fire exits. Make multiple copies of small blank maps of the school. Every classroom should have a fire exit route posted.
- Obtain statistics of causes of residential fires from your local fire department. Create a large bar graph.
- Train a few students to use a video camera or invite a senior student to videotape the role play.
- Bring in a fire extinguisher, a smoke detector, a carbon monoxide detector, and hardware store flyers depicting these items.
- Locate the Stop, Drop, Roll technique in pamphlets from fire departments.
- Some students may have been in traumatic experiences involving fires. If these students do not wish to share their experiences, respect their wishes.
- Make note of the special requirements of any physically challenged students in your class, and begin to plan accordingly for helping them to meet their needs in emergency situations.

Materials Needed

- school fire safety plan, fire safety video, map of school with fire exits, blank maps of school, video camera, chart paper, fire extinguisher, smoke detector, carbon monoxide detector, hardware store flyers, markers

Prior Knowledge Required

- reads a map of the school
- constructs a floor plan
- reads a graph
- makes a 911 call

Teaching/Learning Strategies

1. Initiate a class discussion on fire safety and fire prevention. Have students share some personal experiences with their classmates. Show a fire safety video and guide students to summarize information from the video. Record this information on chart paper and have students copy it into their notebooks. Begin a list of fire safety words to be posted in the classroom.
2. Students examine a bar graph showing causes of residential fires. They identify the reasons for the highest number of fire deaths: smoking and kitchen fires. In a large group discussion, students brainstorm the ways in which these fires start and discuss ways to prevent them. Record their ideas and add to the fire safety word list.

3. Demonstrate how to use an authentic smoke alarm, fire extinguisher, and carbon monoxide detector. Divide the class into three groups. Each group discusses one of the fire safety items answering the following questions: *How many are needed? Where do we buy them?* and *Where in the home do we locate them?* They draw or glue a picture of the fire safety item from a flyer on chart paper and record the information under it. Then students return to the large group where they share the results of their discussion. Record the group findings in an experience chart story. Using the pattern of the group story, students write two or three sentences about the fire safety items.
4. Students look over a map of the school labelled with the fire exits. On individual blank maps of the school they trace the fire exit route from their ELD classroom to the outdoors from the school fire safety plan and also the alternate fire exit route. Then they trace the fire exit route and alternate fire exit route from one or two of their other classrooms. As the teacher points to the words, students read the procedures from the simplified version for leaving the school in case of fire. Students copy these steps into their notebooks. For homework, students make a floor plan of their residence. Using coloured pencils, students outline escape routes in case of fire. Generate a checklist of steps to be included in the fire escape plan. Then students write down the steps in words. Remind students that this could be part of the Safety Awareness Exhibit. Discuss the consequences of false alarms.
5. In preparation for a visit to the fire station or the visit by fire department personnel or volunteer firefighter, students make up questions. Model sentence patterns for forming question sentences and record student questions on chart paper. Then students repeat the questions as the teacher reads them. They record the questions in their notebooks. Use *I Want To Be A Firefighter* as a read-along to review the new vocabulary.
6. If it is not introduced by the firefighting staff member, teach the Stop, Drop, Roll technique for extinguishing clothing fires. In pairs, students practise the procedure. They take turns practising and giving feedback to their partners. Students videotape the polished version of Stop, Drop, Roll for the Safety Awareness Exhibit.
7. To assist with the next activity, review/teach rhyming words by asking students to examine the key words stop and drop for similarities and differences. Point out that these words rhyme. On experience chart paper, write stop and under it drop. Students contribute rhyming words ending in *op*. They continue by giving rhyming words for roll while the teacher records. Demonstrating that not all rhyming words have similar spelling by giving examples such as roll, pole, goal, stole. Elicit from students other rhyming words. They contribute any two or more words that rhyme.
8. Students make up rhymes, songs, or a rap about Stop, Drop, Roll to help them internalize the technique. These may or may not rhyme. Students volunteer to read their creations aloud. Encourage students to use a word processing program to make a final copy for the Safety Awareness Exhibit.
9. Review/teach the steps for reporting a fire from Activity 1. For additional practice, the class plays a game in which a volunteer starts by saying, "There's a fire at my house. I live at _____. It is near _____ street and _____ street. It is a house/an apartment. My name is _____. The fire started in the _____." At the end the volunteer calls on someone else. If the person forgets any of the details s/he forfeits her/his turn. The students continue the game until everyone has had a chance to call the fire department.

Assessment/Evaluation

- teacher-developed checklist for fire escape plan for residence (Summative)

Accommodations

- Students may record the escape route from their residence on blank tapes supplied by the teacher.
- Make the steps for escaping fires available so students may use them as a pattern.

Resources

Fire safety web sites such as:
http://www.city. toronto.on.ca/fire/index.htm
http://www.fire.ottawa.on.ca/educate.html

I Want To Be A Firefighter. Willowdale: Firefly Books Ltd., 1999.

Brochures and pamphlets available from the local fire department

A fire safety video such as:
Fire ... Not in my House from the school board's audio/video library

Activity 3: Safety Signs and Symbols

Time: 120 minutes

Description

Students learn common safety signs and symbols. They understand the meanings of these signs and symbols, where they are likely to encounter them, and their importance to our health and safety. Students begin to write independent dialogue journals. Using cloze exercises and personal word lists, they consolidate vocabulary on signs and symbols.

Strand(s) and Expectations

Oral and Visual Communication: AORV.02L; AORV.03L❖; AOR3.05L❖.
Reading: AREV.02L❖; AREV.03L❖; ARE2.01L; ARE2.04 L❖; ARE2.05L; ARE 3.02L❖.
Writing: AWRV.01L; AWR 1.02L; AWR2.01L.
Social and Cultural: ASCV.02L; ASC2.05L.

Planning Notes

- Before the start of this activity, collect posters/pamphlets of safety symbols/signs.
- Obtain copies of the book, *I Read Symbols* and mount the pages on poster paper. Prepare corresponding flash cards for the game in Teaching/Learning Strategy 5.
- Make multiple copies of Appendix 1 and Appendix 2.
- Obtain a copy of *The Driver's Handbook.*
- Obtain multiple copies of the laundry chart, *Follow the Signs.*
- Building on the co-operative journal writing begun in Unit 2 students now start to write dialogue journals. The dialogue journal is a method employed to improve reading comprehension and writing fluency. Students write in their journals and the teacher responds to their entries. Teachers should be prepared to reply to dialogue journals frequently. Errors are not corrected. Students often feel more comfortable writing about issues in a journal, rather than discussing them with the teacher. Journals also allow the teacher to get to know students on a more intimate level because of the comfort factor. Journal writing should be an on-going activity for the rest of the course.

Materials Needed

- posters and pamphlets of safety symbols/signs, flash cards of symbols/signs, copies of Appendices 1 and 2, chart paper, mounted pages from the book, *I Read Symbols*, small notebooks or exercise books cut in half for the dialogue journals

Prior Knowledge Required

- makes sentences

Teaching/Learning Strategies

1. Introduce safety symbols by showing some common household items such as cleaning materials, paints, and aerosol cans. Show the book, *I Read Symbols* or *The Oxford Picture Dictionary,* p. 107 or *A Canadian Conversation Book, English in Everyday Life,* p. 133. Students contribute additional symbols/signs from their own countries. Following this, walk with the students around the school to observe signs and symbols and have them draw symbols/signs that they see.
2. Students read along as the teacher points to the words of the easy read passage, Safety Symbols, from Appendix 1. After copying the passage into their notebooks they reread it to a partner. Students take turns rereading it two or three times and then begin a list with the words they find difficult. When they can read the passage well, they complete the cloze exercise from Appendix 2.
3. For homework, students look around their homes and neighbourhood to observe safety symbols to bring to class. Have students draw the symbols and write the meaning below each symbol. On returning to class, students share their homework. They add new words to their vocabulary list.
4. Brainstorm the symbols that students know. Students categorize these into groups such as traffic symbols, symbols for dangerous substances, and community symbols such as telephone, hospital, fire, or police stations. Add other important symbols such as those found in *The Driver's Handbook.* Students choose one symbol each and tell the class about it.
5. To reinforce their knowledge of symbols/signs, students play a flash card game. The class divides into two teams. The teacher holds up a card of a symbol/sign. The first member of each team calls out the name. The one who is first scores a point for her/his team. The game continues until each member of the team has had a chance to play at least once.
6. Students complete an exercise by matching symbols with their message. *A Canadian Conversation Book, English in Everyday Life* is a good resource for this exercise.
7. Students place symbols/signs into groups by shapes and colours. Review/teach shapes and colours. Then the teacher informs the class that rectangular signs are regulatory while diamond-shaped signs are warning signs. Students categorize symbols/signs into groups by shapes. Begin a discussion on the significance of colour on symbols. Red means stop, amber and yellow mean caution or be careful, and green means go. Distribute copies of the laundry chart, Follow the Signs, to show how the same colours have been used to correspond to traffic colours.
8. On an overhead transparency or sheet of chart paper, model for the students an example of a personal journal entry. This entry may or may not be related to the content of the day's class (in this case signs and symbols). Students do their journal entries in class until they are independent enough to do subsequent entries at home. Collect the journals daily and respond briefly, handing them back during the next class.

Assessment/Evaluation

- cloze exercise from Appendix 2 (Formative)
- matching exercise such as found in *A Canadian Conversation Book, English in Everyday Life* (Summative)

Accommodations

- Give the missing words for the cloze exercise as needed. Give students multiple opportunities to complete the cloze exercise until they achieve success.
- Students may cut out and glue the words below their symbols instead of copying them (matching exercise).
- Provide sentence patterns where needed.

Resources

Hoban, Tana. *I Read Symbols*. New York: Mulberry Books, 1983.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary, Monolingual Canadian Edition*. Toronto: Oxford University Press, 1999.

Carver, Tina Kasloff. *A Canadian Conversation Book, English in Everyday Life.* Toronto: Prentice Hall Allyn and Bacon, 1997.

Industry Canada. *Follow the Signs*. Competition Bureau. Phone 1 (800) 348-5358

Activity 4: Basic First Aid

Time: 180 minutes

Description

This activity helps students respond effectively in emergency situations. Students learn some basic first aid, identify, and use items in a First Aid Kit and demonstrate knowledge by participating in a role play of an emergency situation. Opportunities are provided for students to use some basic reading strategies and to restate key information from material read aloud.

Strand(s) and Expectations

Oral and Visual Communication: AORV.02L, AOR1.02L, AOR1.03L, AOR1.04L❖, AOR2.02L.
Reading: AREV.02L, AREV.03L, ARE1.01L❖, ARE2.04L, ARE2.05L, ARE3.02L.
Writing: AWR1.02L, AWR2.01L❖.
Social and Cultural Competence: ASCV.02L, ASC1.04L, ASC2.04L❖, ASC2.05L, ASC2.06L❖ ASC2.07L, ASC2.08L.

Planning Notes

- Become familiar with basic first aid. An excellent resource is St. John Ambulance. Review their materials ahead of time for suggestions on curriculum content and handouts. Do not attempt to teach first aid unless you are trained. Instead have a qualified staff member demonstrate first aid techniques or invite St. John Ambulance to do a class demonstration.
- Become familiar with the location of the school First Aid Kits and know how to contact the staff trained in first aid. Be sure to take along a First Aid Kit on all field trips.
- An excellent resource for each student to buy is the *St. John Ambulance Pocket Guide to Emergency First Aid* which costs 75 cents.
- Learn the 'think and do steps' for Emergency Scene Management. Create an easy read sequencing exercise on the 'think and do steps' based on pages 2-3 of the *Pocket Guide to Emergency First Aid.*
- Continue collecting stories about safety and emergencies to read aloud to the class and encourage students to add materials to the class bulletin board.
- Bring in a First Aid Kit, a supply of gloves, bandages, and other first aid items for the class for practise. St. John Ambulance has various ready-made kits for purchase. Encourage students to organize first aid supplies into a kit for home use.
- Create a handout of supplies needed to make a personal First Aid Kit. This assists students in comparing the price of a ready-made kit with the price of a self-made kit.

Materials Needed

- *St. John Ambulance Pocket Guide to Emergency First Aid* sequencing handout on the 'think and do steps' for emergencies; First Aid Kit; plentiful supply of gloves, bandages, and other first aid supplies; handout of supplies needed in a personal first aid kit

Prior Knowledge Required

- knows how to recognize an emergency situation
- can make a 911 call
- recognizes health and safety symbols
- understands fire safety rules

Teaching/Learning Strategies

1. Begin a discussion of What is First Aid? Why do First Aid? Record the initial ideas on chart paper.
2. To further the discussion, encourage the class to locate information found in their *Pocket Guide to Emergency First Aid.* Using the *Pocket Guide* as a resource, model some basic reading strategies such as identifying key words and using a table of contents. Have students locate key sight words, identify the page number of the key sight words, and follow along as the teacher reads aloud. Have students copy in their notebooks the definitions of First Aid found in the *Pocket Guide.*
3. Demonstrate what to do in an emergency using appropriate props. As a further reinforcement of the think and do steps, have the students follow along as the teacher reads aloud pages 2-3 of the *Pocket Guide to Emergency First Aid.* In pairs, have students orally practise the steps, calling out for help, putting on gloves, etc. Students need a lot of practice time to reinforce these important steps. For further reinforcement, students copy the steps from the *Pocket Guide*, and draw pictures to illustrate each of the think and do steps. Remind students that the think and do steps of Emergency Scene Management would make a great poster for the class Safety Awareness Exhibit.
4. Students complete a reading sequencing exercise where they number the think and do steps in order.
5. As part of an ongoing activity in this unit, continue to read aloud safety and emergency stories from the local newspaper and encourage the class to add materials to the class safety bulletin board.
6. Bring in a First Aid Kit, identify the supplies, and demonstrate how to use each item correctly. This hands on lesson stresses the importance of wearing gloves before performing first aid. Explain that first aid supplies are kept all together in a strong box with a tight lid. Do not lock the kit. Keep the kit away from children. Allow plenty of time for students to practise correctly using the items from the kit while wearing gloves.
7. Students draw and label the contents of a First Aid Kit. *A Canadian Conversation Book Two* and *The Oxford Picture Dictionary* are good visual and print resources for students to use when completing this exercise. Remind students that a poster of the contents a First Aid Kit would make a great contribution to the Safety Awareness Exhibit.
8. Distribute the handout listing the supplies needed for a First Aid Kit. As an extension of previous numeracy activities developed in Unit 2, *Numbers in Everyday Life*, have students compare the cost of buying items for a First Aid Kit separately with the cost of buying a ready made kit. Students can do this exercise independently by finding the prices of supplies from a local store, writing the prices down on the handout and then totaling the cost. Assist the class by bringing in flyers that show prices of first aid supplies and ready-made kits. Remind students that this activity could be used as a poster for the Safety Awareness Exhibit. Suggest that students use this information to organize first aid kits for their homes.
9. Invite a trained first aider to demonstrate several of the following topics: Rescue Breathing, Bleeding, Choking, Poisoning, Allergies, Broken Bones. As a follow up, use the St. John Ambulance *Pocket Guide to First Aid* and their CD-ROM *First Aid Training For Life* to reinforce the demonstration.
10. Set up a role play where students demonstrate basic knowledge of what to do in an emergency. See *A Canadian Conversation Book: English in Everyday Life* pp. 124-125 for suggestions of real life situations. Before assessment, review how to call 911 and the "think and do steps" for emergencies.

Assessment/Evaluation

- Accurately write and sequence the 'think and do steps' for emergencies. (Summative)
- Draw and label the contents of a First Aid Kit. (Formative)
- Evaluate role play for accuracy and clarity (Formative)

Accommodations

Students sequence picture version of 'think and do steps'.

Resources

Print

St. John Ambulance. *Pocket Guide to Emergency First Aid.* St. John Priory of Canada Properties, 1998.

Tanaka, Grace and Kay Ferrel. *English Extra.* Upper Saddle River, NJ: Prentice Hall Regents, 1998.

CD-ROM

St. John Ambulance. *First Aid Training for Life.* Canada: Viva Interactive Learning Inc., 1998.

Web sites

St. John Ambulance on the web
www.sja.ca.

Activity 5: Safety in the School

Time: 180 minutes

Description

In this activity students acquire knowledge and expand their vocabulary regarding safety in the school as it relates to the rules of a classroom, as well as specific areas within a school. They are introduced to sexual and racial harassment policies and begin to understand how they relate to personal safety.

Strand(s) and Expectations

Oral and Visual Communication: AORV. O1L❖, AORV.O2L, AORV. O3L, AOR1.O1L, AOR1. O2L, AOR1.03L, AOR2.01L, AOR3.01L.
Reading: AREV.02L, AREV.03L, ARE1.01L, ARE1.02L, ARE2.05L.
Writing: AWRV.01L, AWRV.O2L.
Social and Cultural: ASCV.O2L❖, ASC1.04L, ASC2.01L, ASC2.02L, ASC2.04L, ASC2.05L.

Planning Notes

- Students may need to be reminded of the school rules from Unit 1. Be sure the class rules are visible. Refer to them as necessary, and add others that have been omitted.
- Before beginning the activity, collect safety information that relates to different areas of the school: the pool, the cafeteria, the gym, the technology department areas, science department, family studies, and computer labs. Have materials available dealing with safety procedures that are both print and visual.
- The definition of what constitutes personal safety in the school is broad and includes sexual and racial harassment.
- Obtain sufficient copies of the school board's sexual and racial harassment and anti-bullying policies for the students.

- In order to talk about sexual and racial harassment, an environment of open, trusting, and healthy communication needs to be developed in the class. Prior to this activity, the class should agree upon ground rules for discussions. Some sample guidelines are to respect the speaker's opinion, to take turns speaking, and to listen without interruption.

Materials Needed

- chart paper, markers, VCR, school safety rules (simplified version) , Board policy of sexual and racial harassment and anti-bullying policies, rules of special areas in the school, school floor plan map

Prior Knowledge Required

- Locates areas and teachers within the school
- Communicates orally and expresses simple phrases and ideas
- Asks questions in basic English and reads a variety of simple written material

Teaching/Learning Strategies

1. Review and discuss the reasons behind the rules of the classroom and school. Specifically point out the rules that apply to safety. If the school and classroom rules from Unit 1 are not already up in the classroom, post them.
2. On cards, print school and classroom rules such as *Walk and do not run in the class, or halls.* On other cards, print the reasons for these rules. For review, ask students to generate school rules, as well as the reasons for observing them. Print the rules and reasons in a large T-chart form. Students read through the rules and reasons with the teacher. Distribute the rules cards to some students and the reasons cards to others. Students circulate in the classroom and compare their written segments to find the partner who makes a match with their rule or reason. (*What does your card say? Does it go together with my card? Why?)*
3. For homework students write out several school and classroom safety rules. The next day have students record some of these rules on the board. Make corrections. Have students read over the corrected rules. Erase the board then have students write out two rules in their notebooks.
4. Discuss the safety rules for various locations in the school, having students contribute what they know about safety around the school from their experiences in other classrooms and areas. Review/teach students the new safety vocabulary for specific areas of the school such as the cafeteria, the gym, the pool, the technology shop, science labs, etc., and have the students add these entries to their personal vocabulary lists.
5. As a short introduction to issues of racism and personal safety, read aloud the book Name Calling. Encourage students to respond to the story on a personal level by talking about any experiences they feel comfortable in sharing.
6. Explain that the board has a sexual and racial harassment policy, as well as an anti-bullying policy, and distribute copies of these policies. Define key vocabulary new to the students. Have students add the vocabulary to their personal vocabulary lists.
7. View the video *Skin* (30 minutes) which deals with adolescent experiences with racism. Use the scenarios in the video to further identify issues of racism and personal safety in the school and ways of reporting these problems.

Assessment/Evaluation

- Teacher observation of students giving reasons for safety rules (Formative)
- Students write out several school and classroom safety rules to be assessed for accuracy. (Summative)

Accommodations

- Students can illustrate safety rules around the school instead of writing about them.
- Scribe for students as necessary and appropriate.

Resources

Print

Sadu, Itah. *Name Calling*. Toronto: Women's Press. 1992.

Video

Skin. Consult your board video catalogue

Activity 6: Safety: A Plan For All Seasons

Time: 120 minutes

Description

Students become familiar with health and safety issues associated with the four seasons. They learn safety measures to deal with them. Students continue to add seasonal health and safety vocabulary to their personal word list.

Strand(s) and Expectations

Oral and Visual Communication: AORV.01L❖, AORV.02L, AORV.03L❖, AOR1.01L, AOR1.03L, AOR2.01L❖, AOR2.02L❖.
Reading: AREV.O2L, AREV.03L, ARE1.01L, ARE1.02L, ARE2.04L, ARE2.05L, ARE2.07L, ARE3.02L.
Writing: AWRV.01L❖, AWRV.02L❖, AWR1.02L, AWR2.01L❖, AWR2.02L.
Social and Cultural Competence: ASCV.02L, ASC2.05L.

Planning Notes

- Collect newspaper/magazine articles about seasonal emergencies and tape one or more of these stories.
- Collect seasonal pictures.
- Make available newspapers from which students can cut seasonal emergency stories.
- Students begin to locate simple key words in teaching/Learning Strategy 7. Key words provide the key to understanding a passage and are usually nouns or verbs. Students answer the five W's (who, what, when, where, why) and how.

Materials Needed

- newspaper/magazine articles about seasonal emergencies, seasonal pictures, newspapers, chart paper, poster paper

Prior Knowledge Required

- understands rhyming words
- understands meaning of symbols

Teaching/Learning Strategies

1. Using a complementary resource such as *A Canadian Conversation Book, English in Everyday Life*, p. 40, review/teach the months of the year and the four seasons. Students copy the names of the months and seasons into their notebooks.
2. Using a display of seasonal emergency and natural disaster pictures as a backdrop, students brainstorm weather emergencies. Record each one on a file card and stick on the board around the heading *Seasonal Emergencies.* Students read the cards along with the teacher. Write the names of the four seasons on the board and have students retrieve the file cards and categorize under the season in which the emergency is likely to occur.
3. Briefly discuss measures to deal with seasonal safety issues (such as using sunscreen, wearing appropriate clothing, spreading sand on icy sidewalks and steps).
4. Encourage students to contribute seasonal emergencies from their own countries. Compare these to Canadian emergencies and discuss briefly climatic reasons for some differences.
5. Divide the class into four groups. Each group discusses, draws and records safety tips for one season such as winter or one activity such as swimming. Circulate and help each group record their tips on chart paper. Give groups the option of using their tips to create brochures for the Safety Awareness Exhibit.
6. Students follow along as they listen to the taped version of a seasonal emergency from a newspaper/magazine story or the story "Ice Storm, 1998" from *Ontario Reader 1999*, p. 25. Discuss what 'key' words are. Choose one sentence and underline one or two 'key' words. Students underline four 'key' words in the story. Without referring to the text, students use their 'key' words to make new sentences, as well as add them to their personal vocabulary list.
7. Using newspapers, students identify seasonal emergency stories, cut them out, highlight recurring key words, and post the stories.

Assessment/Evaluation

- Assess group tips for dealing with seasonal emergencies by means of a teacher-created checklist. (Summative)

Accommodations

- Scribe for students as necessary and appropriate.

Resources

Zuern, Guenther. *Ontario Reader 1999*. Toronto: Newcomer Communications, 1999.

Activity 7: Fast Thinking: Safety Awareness Exhibit

Time: 240 minutes

Description

Students organize and participate in a Safety Awareness Exhibit for other classes. They create a poster about a safety topic and make a short presentation using appropriate language to explain their visual.

Strand(s) and Expectations

Oral and Visual: AORV.01L, AORV.03L❖, AOR1.02L, AOR2.01L❖, AOR2.02L❖, AOR3.03L, AOR3.05L❖.
Reading: AREV.02L, ARE1.01L❖, ARE2.05L❖.
Writing: AWRV.01L❖, AWRV.02L, AWR2.01L❖, AWR2.03L❖.
Social and Cultural Competence: ASCV.02L, ASC1.04L, ASC2.04L❖ ASC2.07L, ASC2.08L.

Planning Notes

- Have available art supplies, pictures, pamphlets, and visual aids that the students can use for their posters.
- Consider what works best for your group: an in-class display with students there to explain their posters and booklets, a static display in the library or other special area of your school, or an exhibit to be taken to a neighbouring elementary school. Consider inviting a trained first aider to give an actual demonstration to guests or showing a commercially prepared video or a videotape of actual student performances.
- Create simple invitations where the students can fill in place, date, and time of the event.
- Allow ample time for students to complete their visuals and practise oral presentations. Have a dress rehearsal.
- Create a simple format for thank you notes for students to send out after the exhibit.

Materials Needed

- art supplies for posters, invitations and thank you notes, video equipment, stencils

Prior Knowledge Required

- knows how to make posters
- understands topics for display
- understands symbols

Teaching/Learning Strategies

1. Explain to the class that the culminating performance assessment task is for students to participate in a class Safety Awareness Exhibit. Students use the safety topics generated during the unit to create a poster and make a short oral presentation. Some students may choose to perform a role play to illustrate their safety issue. Go over the rubrics with the class (Appendix 3 and 4). The poster must include a title, pictures or symbols, and a safety message in print, as well as the names of the students who produced it. In the oral presentation, students explain why they chose that particular topic and its significance.
2. Review the chart of possible projects for the Safety Awareness Exhibit started in Activity 1. Students choose topics and work in pairs, small groups, or individually to create a safety poster for the exhibit. Record what each student will contribute to the exhibit and allow time for the students to begin their projects.
3. Distribute blank invitations which students fill in with the appropriate information. Decorate invitations and make announcements promoting the exhibit. Encourage students to invite family members and/or other special people. To publicize the event, consider having students tape an announcement that can be played over the school address system.
4. Have a rehearsal where students set up their displays and practise presenting their work to others. Encourage the class to use common expressions to facilitate communication, (*Do you have any questions? Would you repeat that, please?*), and to use appropriate language when speaking with guests.
5. Enjoy the event!
6. Model on chart paper a basic pattern for a thank you note. Students use the pattern to send out thank you notes to special people who helped them with the class Safety Awareness Exhibit.

Assessment/Evaluation

- Assess poster and oral presentation using rubrics in Appendices 3 and 4. (Summative)

Accommodations

- Students reluctant to speak in front of strangers may wish to make a video or tape recording explaining their safety poster.
- Students who are finished early may create a handout on a safety topic for guests.
- Scribe for students as necessary and appropriate.

Appendix 1

Safety Symbols

Symbols are picture messages. They give information without the use of a lot of words. There are many kinds of symbols. They contain messages for many things in our lives. Safety symbols are special kinds of symbols. Their messages are very important to our safety. They carry messages about traffic, laundry, dangerous substances and places in the community. It is important for us to recognize symbols and their messages.

Appendix 2

Safety Symbols

Symbols are picture messages. _____ give information without the _____ of a lot of _____. There are many kinds _____ symbols. They contain messages _____ many things in our _____. Safety symbols are special _____ of symbols. Their messages _____ very important to our _____. They carry messages about _____, laundry, dangerous substances, and _____ in the community. It _____ important for us to_____ symbols and their messages.

Appendix 3

RUBRIC FOR ASSESSING ORAL PRESENTATION Unit 3 Activity 7				
Categories	**Level 1** **50-59%**	**Level 2** **60-69%**	**Level 3** **70-79%**	**Level 4** **80-100%**
Knowledge/ Understanding - demonstrates understanding of safety topic	**The student demonstrates:** - limited understanding of safety topic	- some understanding of safety topic	- considerable understanding of safety topic	- thorough understanding of safety topic
Thinking/Inquiry - explains reasons for choosing safety topic	**The student demonstrates:** - limited explanation for choosing safety topic	- some explanation for choosing safety topic	- considerable explanation for choosing safety topic	- thorough explanation for choosing safety topic
Communication - conveys information about the safety topic, using key words and language structures	**The student demonstrates:** - limited information about the safety topic, using key words and language structures	- some information about the safety topic, using key words and language structures	- considerable information about the safety topic, using key words and language structures	- thorough information about the safety topic, using key words and language structures
Application - explains how poster reflects safety topic	**The student demonstrates:** - limited explanation of how poster reflects safety topic	- some explanation of how poster reflects safety topic	- considerable explanation of how poster reflects safety topic	- thorough explanation of how poster reflects safety topic

Appendix 3 (Continued)

RUBRIC FOR ASSESSING ORAL PRESENTATION Unit 3 Activity 7				
Categories	**Level 1** **50-59%**	**Level 2** **60-69%**	**Level 3** **70-79%**	**Level 4** **80-100%**
Knowledge/ Understanding - demonstrates accurate safety information	**The student demonstrates:** - limited accurate safety information	- some accurate safety information	- considerable accurate safety information	- thorough accurate safety information
Thinking/ Inquiry - demonstrates neatness and organization of visuals and text	**The student demonstrates:** - limited neatness and organization of visuals and text	- some neatness and organization of visuals and text	- considerable neatness and organization of visuals and text	- thorough neatness and organization of visuals and text
Communication - uses accurate spelling	**The student demonstrates:** - limited accuracy in spelling	- some accuracy in spelling	-considerable accuracy in spelling	-a thorough grasp of accurate spelling
Application - demonstrates use of pictures and symbols on topic	**The student demonstrates:** - limited use of pictures and symbols on topic	- some use of pictures and symbols on topic	- considerable use of pictures and symbols on topic considerable	- thorough use of pictures and symbols on topic considerable

Unit 4: Canada, Our New Home

Time: 25 hours
Unit Developer(s): Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Paula Markus, Eleanor Minuk, Jane Sims, Betty Ann Taylor
Development Date: July 1999

Unit Description:

In this unit students learn facts of Canadian geography. They use an inquiry approach to learn about the founding peoples and different cultural groups within Canada. Using basic reading strategies, students begin to read simple texts. With the teacher they write short passages which they practise reading.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: A0RV.03L; AREV.01L; AREV.02L; AREV.03L; AWRV.01L; AWRV.02L; ASCV.01L; ASCV.02L.
Specific Expectations: AOR1.03L, 1.04L, 2.01L, 2.02L, 3.02L, 3.05L; ARE1.01L, 2.02L, 2.03L, 2.04L, 2.05L, 2.06L, 3.02L, 3.03L; AWR2.01L, 2.02L, ASC1.05L, 1.06L, 1.07L, 1.08L, 2.06L.

Activity Titles (Time + Sequence)

Activity 1	Canada's Symbols	4 hours
Activity 2	Provinces and Territories	4 hours
Activity 3	Images of Canada	5 hours
Activity 4	Baggage: Now and Long Ago	4 hours
Activity 5	The People - Reading Artifacts	4 hours
Activity 6	Creating a Museum Display	4 hours

Unit Planning Notes

Reading and writing are taught in this unit using Canadian geography and history. The content is used to strengthen reading and writing skills as well as to provide students with some of the background that their Canadian peers have acquired in school. Current teaching methodologies in history use an inquiry approach in which students examine concrete materials and draw conclusions about how people lived in the past rather than memorizing dates and facts.

Students new to English may already have been exposed to Canadian studies in ESLAO. Different content and resources have been used as much as possible to make this unit meaningful for them. Their prior experience may make it possible for them to understand material suggested for read-alouds in this unit. Some of the resources used in ESLAO may be available for extra reading for students who have not used them already or for revisiting by others.

It should be understood that many students may not yet have consolidated the prior knowledge for the activities.

In this unit several on-going activities are introduced. The timing allows for overlapping of concurrent strategies such as: daily read-alongs, regular brief quizzes, watching cross-Canada weather reports and compiling an assessment portfolio.

There are three kinds of portfolios: showcase, collection, and assessment. The portfolio used in this unit is an assessment portfolio which means that only the work that has been evaluated is placed in the portfolio. Students and teachers become partners during portfolio conferences as they discuss what learning strategies have been most effective for individual students.

Reading aloud while students follow is one of the teaching techniques recommended for developing the understanding of letter-sound relationships (graphophonic cueing). A resource suggested as a source for daily read-alongs is *A New Home...a New Capital.* Part of the preparation for this unit is to photocopy selected pages from the first two modules to make into a classroom reader. Suggested pages to assemble in a duotang for each student to follow are these: Module A: 12, 15, 16, 18, 21, 24, Module B: 2, 5, 6, 12, 14.

Another way of reinforcing letter-sound relationships is by giving students opportunities to see their own words in print as they do in the production of a joint fact sheet on Canada and in the language experience story.

Prior Knowledge Required

- is familiar with classroom, school, and store floor plans
- understands the use of symbols on signs
- writes words and simple sentences
- reads simple materials in English

Teaching/Learning Strategies

- analysing personal learning strategies, brainstorming, categorizing, co-operative learning, copying, directed reading, role playing, experience charts, flash cards, excursions, key word lists, inquiry approach, modelling, reading aloud to students, shared reading, reading games, review, skimming, sketching, writing from graphic organizers, patterned writing, viewing film, portfolio.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Diagnostic Summative	Comprehension questions Matching quiz	Application Knowledge
Activity 2	Formative Summative	Mastery Quizzes: map study Map quiz	Knowledge/Communication Knowledge/Application
Activity 3	Summative Diagnostic Summative	Regional wall posters Feedback notes Regions: Information Sheet	Communication/Knowledge Communication Application
Activity 4	Formative Diagnostic	Feedback Notes Cloze Exercise (Past Tense)	Application Knowledge
Activity 5	Summative Summative	Feedback Notes Museum Card	Application Thinking/Application
Activity 6	Summative Summative	Museum Cards Portfolio	Thinking/Application Know/Comm/Think/Appl.

Resources

Badone, Donalda. *Time Detectives: Clues from our Past.* Toronto. Firefly Books. 1992.
An inexpensive introduction to Canadian archeology useful for teacher background and for pictures to show students. The Ontario site described is Crawford Lake, The Halton Regional Conservation authority. This book is the source used for the listening jigsaw cloze exercise, *The Young Archeologists of Fort Selkirk* and for the artifact test using kitchen forks.

Coelho, Elizabeth. *Learning Together in the Multicultural Classroom* . Markham: Pippin Publishing Ltd. 1994
A practical guide to making co-operative learning work in a multicultural context.

Lunn, Janet and Christopher Moore. *The Story of Canada.* Toronto: Key Porter Books, 1992.
A history for young people with well-written material for story-telling and interesting maps.

Durbin, Gail, Susan Morris and Sue Wilkinson. *Learning from Objects.* London: English Heritage. 1991.
A teacher's guide to the pedagogy of examining objects.

Kalman, Bobbie. *Visiting a Village.* Niagara-on-the-Lake: Crabtree Publishing Company, 1990 (Series: Historic Communities).
This is part of a 26-title paperback series: *Historic Communities.* Titles such as *Tools and Gadgets.* 1992, *A One-Room School.* 1994, *In the Barn.* 1997, and *The General Store.* 1997 are most useful.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary. Monolingual Canadian Edition.* Toronto: Oxford University Press, 1999.
An up-to-date Canadian picture dictionary. Multiple copies for students to share would be useful.

Sorenson, Lynda. Canada: *Provinces and Territories.* Florida: The Rourke Book Co. 1995.
This book is part of a series: *Exploring Canada.* Other titles include *Canada: The Land, Canada: The People, Visiting Canada, Wildlife of Canada, The Wonders of Canada.* The format of these books is a full-page photograph with a few lines of text. They are recommended for read-alongs to the class.

A New Home . . . A New Capital. National Capital Commission.
An educational resource introducing newcomers to Canada's capital region. This free kit may be obtained from National Outreach Program, National Capital Commission, 161 Laurier Avenue West, Ottawa, Ontario K1P 6J6 or by calling 1 (800) 465-1867. The kit contains posters and postcards of Ottawa and reading material which is reproducible for classroom use.

Reading in North York Schools: A Guideline for Teachers. Curriculum and Instructional Services. The North York Board of Education. 1995.
A comprehensive guide to instructional strategies for reading in multi-lingual classrooms. The North York Board of Education is now part of the Toronto District School Board.

Outreach Services. *School Case and Resource Box Program.* Royal Ontario Museum, 1997.
An alternative to a field trip is to rent resource boxes. The one modelled is on Tools and has three-dimensional replicas of native artifacts. Other approaches could be taken with resource boxes such as: *The Inuit: People of the North, Partners in the Wilderness, Immigration to Ontario (1900-92).*
Outreach services of the museum can be reached at (416) 586-5681. (Fax - (416) 586-5832)

The Elmer Isler Singers. *The Maple Leaf Forever:A Canadian Panorama.* Burlington. Opening Day Recordings.1998.
This CD is a compendium of Canadian songs which includes the new lyrics for *The Maple Leaf Forever* sung by the composer. This is on the last track of the CD The track one song is the traditional version which is to be avoided (see Planning Notes). Other songs such as Farewell to Nova Scotia, a Sioux Lullaby, Song for Canada would be enjoyable for students.

Your News: Canada's Teaching Newspaper.
A newspaper for teenage newcomers to Canada. It can be ordered from Your News, Box 563, Station Côte St-Luc, Québec H4V 2Z2. Tel: 514 487-5797.

Activity 1 Symbols of Canada

Time: 240 minutes

Description

Students view a video of Canada and identify Canadian symbols used on Canadian coins, in the flag, and in a song. They listen to read-alongs about Canada. They practise reading strategies designed to help them decipher vocabulary and meaning using a variety of cues. They begin their Canada Portfolio, and become familiar with the provinces, the territories and the capital cities in Canada.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.03L; AREV.01L; AREV.03L❖; AWRV.02L❖; ASCV.01L.
Specific Expectations: AOR3.01L; ARE3.02L; AWR2.01L; ASC1.06L.

Planning Notes

- The 1997 lyrics of *The Maple Leaf Forever* are used as a focus for a guided reading activity. Be sure to use these words rather than the 1867 version. Alexander Muir's 1867 lyrics are considered inappropriate and are, in fact, offensive. This is explained in the student reading. (Appendix 1)
- In early spring a trip to a maple sugar bush is an excellent way to expand the general knowledge of students about Canada's past. The video, *Maple Syrup, The Liquid Gold of Spring*, and a pancake breakfast could be added .

Materials Needed

- a classroom reader from *A New Home....A New Capital* (see Unit Planning Notes)
- the video: *Canada's maple tree: the story of the country's emblem*
- an overhead transparency of Appendix 1: *An Old Song Made New*, an overhead projector.
- coloured pencils
- file folders for a Canada portfolio
- a classroom money set

Prior Knowledge Required

- familiarity with flags
- familiarity with Canadian money

Teaching/Learning Strategies

1. Students view the video, *Canada's maple tree: the story of the country's emblem.* This film gives an overview of Canada by interspersing maps and scenery showing maple trees growing in every province. It explains how the maple leaf has become an important symbol of Canada. Have students share their impressions of Canada from the film, their ideas about what flags mean, and the significance of the colours and symbols of flags. They then draw and colour a Canadian flag.
2. Explain to the class that they will be making a portfolio in this unit. Their portfolio is to be different from the booklets they made in the first unit because they will include only tests and assignments which have been marked.
   Distribute the file folders and have students attach their completed drawing of the Canadian flag to the cover of the portfolio with a title, their names and the date the portfolio was begun. Tell the students that at the end of the unit there are to be conferences and they will have opportunities to discuss the work that they will be putting in their portfolios.

3. Explain that in 1998 new words for an old song, *The Maple Leaf Forever*, were chosen in a song-writing contest. Play a recording of one stanza of the song. Use an overhead transparency of *An Old Song Made New*, Appendix 1.
   - Model a first quick silent reading by reading the words in a stage whisper as the students follow.
   - Cover the passage except for the title and ask students what the passage was about.
   - Re-read the passage to confirm their understandings and clarify misconceptions.
   - Have the students come one-by-one to underline two or three words they know.
   - Choose a few difficult words from the song and model how to use contextual and syntactic cues. e.g. *In the first line that long word between blue and skies is hard. It starts with un. Un means not in unhappy, unlock. Maybe it means not here. The i-n-g at the end looks like the ing in going. Then we're left with e-n-d like The END. un-end-ing. Does that make sense? The writer said that Canadian skies were very big. So blue unending skies is OK.*
4. Distribute copies of Appendix 1, *An Old Song Made New*. Read the passage one more time. Read the comprehension questions and have students work on them independently. Assess this by noting student's ability to locate and copy information. Have students date the passage and add it to their Canada portfolio.
5. Introduce the idea of other Canadian symbols by using the coins in the classroom money sets. Have students make a chart listing the coin, the name of the picture and their drawing of the picture. With a partner students can practise identifying the pictures and matching the correct names to the pictures. Use the charts to design a matching quiz. When the quizzes have been evaluated, have students file them in the Canada portfolios.
6. Once all the members of the class are familiar with all the coins and the pictures, begin a daily reading along program about Canada. A recommended set of readings for students with strong oral fluency is a classroom reader made up of material from *A New Home . . . A New Capital.* Difficult words are bolded in this material and glossed. Teach students how to use such a glossary to help understand the passage. Often these words are not used frequently enough to warrant adding to personal dictionaries.
   Preview the information by discussing the pictures and outlining the ideas to increase the accessibility of the print. Discuss the meanings and re-read the passage until most students can follow.
7. The readings include "The Many Meanings of Silence", *A New Home . . . A New Capital*, page A-24. This reading introduces the idea of a talking stick, a symbol used by Canada's native peoples to give equal opportunities for expressing opinions in groups. In the next discussion students might wish to use a similar symbol to ensure that each member of the group has a chance to speak. Other possible read-alouds are listed in the unit resource list.
8. Students watch the video again noting the different regions and provinces of Canada. Use the language experience approach to develop a fact sheet with the class summarizing what they now know about Canada. Post the chart and have students choose three new facts they learned to copy into their notebooks.

Assessment/Evaluation Techniques

- Comprehension Questions on Appendix 1 Reading (Diagnostic)
- Matching quiz: symbol to name (Summative)

Accommodations

- If students cannot follow the suggested read-alongs, the information may be re-written in an even simpler form.
- Students not yet able to copy information from the chart may continue with handwriting and alphabet recognition activities from materials in the course resources.

Resources

A New Home . . . A New Capital. National Capital Commission

Canada's maple tree: the story of the country's emblem. Debeck Educational Video. 1994. 30 minutes.

Maple Syrup, The Liquid Gold of Spring. Maple Syrup Museum of Ontario, 1989. 13 minutes.

The Elmer Isler Singers. *The Maple Leaf Forever*: A Canadian Panorama. Burlington. Opening Day Recordings.1998.

Activity 2: The Provinces and Capitals, A Learning Strategy Approach

Time: 240 minutes

Description

This activity is a concurrent one to be used in ten to fifteen minute sessions for the remainder of the unit. Students identify and expand their repertoires of learning strategies using Canadian geographical names as material. Students place repeated attempts of quizzes in a Canada portfolio and regular teacher-student conferences are held.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.02L; AREV.03L; AWRV.02L❖; ASCV.01L❖.
Specific Expectations: AOR2.01L, ARE3.02L, AWR2.01L, ASC1.05L, 1.06L❖, 1.08L❖

Planning Notes

- Students who have gaps in their education tend to have considerable test anxiety. Daily quizzes with scores recorded only when they meet success may alleviate some of their nervousness. This activity gives students practice in test writing and in identifying and using learning strategies.
- A variety of assessment tasks on the map of Canada need to be prepared. A sample tracking sheet listing possibilities is included in Appendix 2. It is important to choose some assessment tasks that all students can achieve perfectly e.g. repeating the pronunciation of the names in chorus.
- Learning strategies are actions or thoughts that students can apply on their own to a challenging task. Some strategies that may help the students learn and remember Canadian place names include these: counting them; writing out the names; tracing the map; sorting into categories: the ones already known, alphabetical order, clock-wise order, east to west, north to south, colouring, putting together a puzzle; testing oneself with a partner; with blank maps, figuring out what the land looks like, grouping (desert areas, areas near the coast, two word names, learning a story for each area).
- Students may also have effective ways of remembering information. These should be shared with the class.
- Work out a time plan for the fifteen-minute daily exercises. The tracking sheet (Appendix 2) has a suggested order of activities.
- Up-to-date outline maps of Canada should be available in the schools. *The Oxford Picture Dictionary* has illustrations of landforms, maps including Nunavut, and study skills.

<u>Materials Needed</u>

- posters or photographs of the world from space, a globe;
- maps of Canada, coloured pencils;
- a class set of atlases;
- wall map, a blackboard map without names;

- a quiet corner for oral testing;
- large file cards with the names of the provinces on one side, the shape on the other;
- a personal tracking sheet (Appendix 2a) (for each student's portfolio);
- a master classroom tracking chart with the student's names and spaces large enough to record dates of attempts and the final satisfactory score.

Prior Knowledge Required

- some understanding of maps
- study skills for spelling quizzes

Teaching/Learning Strategies

1. Introduce maps by showing students a globe and posters of the world from space. Emphasize that a globe is a more accurate representation of the earth than a flat map. Help them find their own countries on the globe and point out where Canada is. Discuss how long their flights to Canada took, how many days it takes to cross the Atlantic ocean by boat, how much time it takes to cross Canada by car, train, or plane.
2. Explain that over the next few weeks they will learn the location of the provinces, territories and capitals of Canada in easy steps with ample opportunity to repeat daily quizzes until they achieve satisfactory results.
3. Recount anecdotes that illustrate how people learn in different ways and explain that the purpose of this activity is to discover what works best for them. Students explain to a partner how they learn telephone numbers, new vocabulary, and spelling. They brainstorm all the ways they study. The teacher accepts all strategies and identifies them for a wall poster, (e.g., repeating many times, copying out words, spelling out loud, making a picture. Students consult *The Oxford Picture Dictionary*, pages 6 and 7 for more study ideas.
4. Students examine a wall map of Canada and brainstorm what the map tells about Canada. Build on their understanding of national borders to explain the conventions of map colouring. Point out that map-makers label in pencil in upper case letters. Together explore a student atlas, modelling how to use the index to find a political map of Canada. Then they copy the names of the provinces from the atlas to a blank outline map.
5. Each day the teacher models additional learning strategies that suit each learning task, such as:
   - Using the sound of the word to guess the spelling: Students use a series of missing letter spelling dictations to focus on initial, ending, and middle sounds. Learning abbreviations refocusses attention on initial sounds.
   - Learning through movement: Students use the large file cards and line up in various configurations: west to east, alphabetical order, the Atlantic provinces, the Prairie provinces, the territories, largest to smallest
   - Doing puzzles: students do a floor puzzle of Canada co-operatively and/or individual puzzles
   - Quizzing your partner: Students use study time in class to coach their partners including dictating names of provinces. They plan ways to continue coaching at home.
   - Using mnemonics: Share with students how you remember the names and positions of the Great Lakes and introduce the idea of a mnemonic such as HOMES. Post an aide-memoire for learning the names of the provinces such as: ***Burning All Ships Means Our Queen's New Prince will Never see a New found land.*** Discuss whether this helps them.
6. The culminating activity is for students to label a blank map of Canada with the names of the provinces, territories, capital cities, and major bodies of water. This task is segmented into a series of smaller tasks which students may try until they experience success. All attempts are to be dated and placed in the students' Canada portfolios.

Assessment/Evaluation

- a tracking sheet listing quizzes and results Appendix 2a (Formative)
- label a blank map of Canada with the names of the provinces, territories, capital cities, and major bodies of water. (Summative)

Accommodations

- A few students may already have learned much of this material. If a student can correctly label a map of Canada with the provinces, territories, and major bodies of water, record a mark of 100%, assign some coaching roles and suggest an extra reading project from the classroom library.
- Teacher or coach reads aloud and scribes for students who are not yet able to read and write independently.

Resources

Canada's maple tree: the story of the country's emblem. Debeck Educational Video. 1994. 30 minutes.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary. Monolingual Canadian Edition.* Toronto: Oxford University Press. 1999.

Activity 3: Images of Canada

Time: 300 minutes

Description

In this activity students become familiar with images of Canada and use media to research information. They visit a public library to review picture books on Canada and obtain a library card. They create wall posters on the regions of Canada and view daily weather reports recording temperatures and weather conditions on calendars. They use the reading strategies modelled in activity 1 to read passages about the regions of Canada.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.03L❖; AREV.02L; AWRV.01L; AWRV.02; ASCV.01L❖.
Specific Expectations: AOR3.05L; ARE2.04L, 2.05L, 2.06L; AWR1.01L, 2.01L; ASC1.05L, 1.06L❖.

Planning Notes

- Create a Regions Information Sheet for students to record information about the poster projects of others in the class. This could have four small maps of Canada on which the students colour specific regions and spaces for two or three key facts for each region.
- Visit a local public library to help students begin to take charge of their own developing literacy. Public libraries have a mandate to provide a wider range of resources than school libraries. Students need to know how to find books and magazines at their level for evening, week-end, and holiday reading.
- This trip should be prearranged with the librarian so that there will be a wide selection of photographic-essay books about Canada easily available for the students when they arrive. Discuss local procedures for issuing student library cards and the interests and reading levels of the class. The ideal is that the library has been given a list of names and addresses of students who do not have public library cards and has been able to prepare cards to give students when they arrive.
- If a trip to a public library is not possible, use the school library.
- For the book display, some of the pictorial materials used in ESLAO may be available.

- An evaluation technique introduced in this activity is process observation, referred to as feedback notes. The teacher uses sticky notes to write factual notes; writing as many compliments as possible (e.g., *Natasha: 1:45 p.m, great eye-contact; Simon: 1:48 p.m. looking out window. 1:50 p.m. nods encouragement to Omar.*)

Materials Needed

- collection of postcards, or calendar scenes from across Canada; copies of Readings: The Provinces and Territories, Appendix 3; a daily newspaper, magazines; tourist brochures for each of the provinces and territories; Bristol board; a classroom reader from A New Home....A New Capital (see Unit planning notes); clipboards; sticky notes

Prior Knowledge Required

- familiarity with the names and locations of the provinces and territories of Canada
- ability to read simple factual material

Teaching/Learning Strategies

1. Continue the quizzes introduced in Activity 2 and daily readings from the classroom reader *A New Home, A New Capital.*
2. Divide students into four groups and assign one of these Canadian regions to each group: the Northern Territories, the Atlantic Provinces, Central Canada, the Western Provinces. Each group produces a wall poster for their region. Have students scan daily newspapers and cut out pictures and articles for their areas.
   Other sources of regional information are watching daily weather reports or checking temperatures in a newspaper chart. Work with a teacher-librarian to teach students to make a calendar on a computer. Each day students record the weather in their region for their wall poster.
3. Using pictures of geographical features of Canada (e.g. *The Oxford Picture Dictionary*, page 17), teach words such as: *waterfall, forest, island.* Write a language experience story about where they lived before using as many geographical terms as apply (*Five of us lived on an island...*) Students copy this into their notebooks. Have students add these geographical terms to their personal vocabulary lists.
4. Distribute copies of the reading, Appendix 3: *Readings: The Provinces and Territories* to the expert groups. Assign students the passage for their region. Have the students follow the steps modelled in Activity 1.
   - Read the title. Think about it for a second.
   - Read through the passage silently and quickly.
   - Cover the passage except for the title. Talk with your partners about what you remember.
   - Re-read the passage to check what you know.
   - Decide what questions you want to ask your teacher.
   - Decide whether you would like to have your teacher read the passage aloud to you.
   - Use a highlighter to mark words you know.
   - Talk about the confusing words with your partner
   - Read the passage again and add interesting facts to your wall poster.
5. To provide more information for the wall posters, introduce a set of books about Canada such as the *Exploring Canada* series described in the unit resource list. Read these books aloud to students as part of the daily read aloud program. Help them construct sentences such as the ones used in the Fact Sheet in Activity 1, Teaching/Learning Strategy 8.

6. Students visit a public library near the school. After a librarian has introduced a number of books of photographs of Canadian scenery, pairs of students skim one or two books for further information on their project. They record the title and author of the books to add to their reading logs. With the librarian's and/or teacher's assistance, students select books to sign out and read for personal enjoyment.
7. Groups create a display using their regional poster, the weather calendars, and materials from the school Learning Resource Centre, the classroom library, and the public library. Students fill out the Regions: Information Sheet (see planning notes) as each group presents its project.
8. Evaluate their interactions by using the feedback notes described in the planning notes.

Assessment/Evaluation

- accuracy of quizzes on Canada's provinces and territories (Formative)
- completeness and interest of groups' wall posters of Canada (Summative)
- accuracy of information collected on Regions Information Sheet. (Summative)
- feedback notes to students (Diagnostic)

Accommodations

- If the read-alongs continue to be too difficult for some students, use appropriate picture books about Canada from ESLAO; they will be reinforcement for students who have heard them before.
- Some students may create their own texts by talking about the photographs and using the conversations for language experience stories.
- Have more advanced students find some of the websites found through the search engine, Yahooligans, using the category Canada - Provinces and Territories.

Resources

A New Home . . . A New Capital. National Capital Commission.

Sorenson, Lynda. Canada: *Provinces and Territories.* Florida: The Rourke Book Co. 1995.

Your News: Canada's Teaching Newspaper

Photography books from library collections such as

McLennan, Hugh. Beny, Rolof. *The Colour of Canada.* Toronto: McLelland and Stewart, 1967.

McNamee, Kevin, Kraulis J. A. *The National Parks of Canada.* Toronto: Key Porter Books, 1994.

Smollan, Rick and David Cohen. (Eds.) *A Day in the Life of Canada.* Toronto: Collins, 1984.

Activity 4: Baggage: Now and Long Ago

Time: 240 minutes

Description

Students construct a time line around the classroom. They become familiar with some key events in Canadian history. They discuss when they came to Canada and the things they brought with them and then participate in a co-operative puzzle using lists of objects brought by French women to Canada. They write a language experience story about an historical event checking the work for plural nouns and verbs written in the past tense.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.01L; AREV.01L; AREV.02L, AWRV.02L❖; ASCV.01L; ASCV.02L.
Specific Expectations: AOR1.01L; ARE1.01L, 2.03L, 2.05L; AWR2.01L❖, 2.02L❖; ASC1.07L❖, 2.06L❖.

Planning Notes

- One way to teach historical chronology is to use a time-line marked in centuries along the top of the boards. Events are added as the course progresses.
- The historical information provided for storytelling is from a web site of the Canadian Museum of Civilization (http://www.mvnf.muse.digital.ca/) The Virtual Museum of New France.
- The language experience story developed in this activity is a re-telling of a story told to the class. The students may have to listen to the story several times before they can retell it. The story is checked this time for two grammatical forms: the use of plurals and the use of the past tense. A cloze exercise based on this language experience story is used as a formative assessment to determine whether further teaching of the past tense is required.

Materials Needed

- copies of Appendix 4, *The Lost Chests*; file cards

Prior Knowledge Required

- familiarity with past tense forms
- ability to read lists
- ability to follow the text during read-alouds

Teaching/Learning Strategies

1. Have students brainstorm all the dates they know: *their birth dates, their parents' birth dates, arrival in Canada, events celebrated annually in their countries*, etc. Display these in order on a time line divided into centuries and decades. Put a key date from Canadian history on a file card for each student. Have them line up in order of their dates and then add the file cards to the class time line. Dates that might be included are: *1867 - Confederation, 1999 - Nunavut became a territory, 1965 - the maple leaf flag became Canada's flag, 1497 - Cabot sailed up the St. Lawrence River, 1956 - Hungarians come to Canada after revolution, 1975 - Vietnamese people come to Canada as a result of war in their country*. Explain these events briefly to make the timeline meaningful.
2. Discuss the students' preparations for coming to Canada. Talk about who told them they were coming, how much time they had to plan, what they chose to bring with them, and what they left behind. Give students a drawing of an empty suitcase and have them list or sketch what they brought with them. Assist them with the spelling of items if necessary. Have them categorize what they found useful when they arrived and what they didn't need.

Have them think about what people might have brought to Canada three hundred years ago. List their ideas on the board. Highlight the use of *s* in plurals noting the repetition of plural markers in Canadian standard English. (e.g. *ten pairs of socks*). Discuss what materials might have been used in items brought 300 years ago emphasizing words they will encounter such as: *cotton, linen, silk.*

3. Each pair in a group of four is given one of the lists from *The Lost Chests* (Appendix 4): inventories of leather chests left behind on a dock in Quebec City in 1668. They use the list to make inferences and express opinions. They complete sentences beginning: *I think..... because.....; I guess.....; Maybe.....* Inform students that the chests belong to the same person. They rejoin their group and state their conclusions. Students then try to reconcile their inferences with the contents of both chests. It is not necessary to reach a consensus. All opinions with a reason are right.
   Repeat the sticky note feedback assessment method used at the end of Activity 3.
4. Students listen to a Canadian story of Daughters of the King (Les Filles du Roi) developed from a story skeleton or outline such as this:

   Long ago, in the 1660's, in New France on the St Lawrence River
   a problem very few children, 6 men for every woman
   men : soldiers, farmers, fur-traders, priests
   could not find wives, very few families
   the King - (Louis XIV) and his advisors worried
   not for the happiness of the people
   but because the English territory to the south was full of people
   afraid of war, wanted more people to fight the English
   an idea - send young girls with no parents from French orphanages
   - give them new clothes and money
   - give their new husbands an ox, a cow, 2 pigs, 2 chickens, 2 barrels of salt beef, and some money
   a solution - it worked. 800 young women came to New France,
   went to convents, put out a sign "Girls to Marry"
   weddings and children and a growing population
5. After listening to the story two or three times, they recall the story and the teacher writes their version as a language experience story. Point out that because this takes place in the past they must be sure each sentence uses the past tense form of the verb. Check the story together. Check again to make sure that the nouns which should be plural are plural. Students practise re-reading this story individually and in small groups, then copy the story into their notebooks.
   The next day they complete a cloze exercise, which is made from the story written the day before. The blanks are verbs and the students' task is to select the correct form of the verb from a list provided.

Assessment/Evaluation

- feedback notes (Formative)
- cloze exercise focussing on past tense (Formative)

Accommodations

- Students with limited English could work with pictures or real objects in the lost chest activity.
- Students who are not using the past tense could practise with flashcards and games such as past tense bingo.

Activity 5: Canada's First People: Reading Artifacts

Time: 240 minutes

Description

Students read a story about a group of First Nations students who work on an archeology site. They use replicas and photographs of other First Nations artifacts to learn how people lived long ago. They visit a local historical site to consolidate the work done on artifacts in the classroom.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.01L; AREV.02L; AWRV.01L❖; ASCV.02L❖.
Specific Expectations: AOR1.01L; AOR3.02L; ARE2.05L; AWR2.01L❖; ASC2.06L❖.

Planning Notes

- Canadian history is introduced using an inquiry method to show how archeologists and historians use primary sources to learn about the past. The group of archeologists introduced are First Nations students from Fort Selkirk. It is important to emphasize that the limited picture of First Nations people gained from their artifacts is a historical one and not representative of their communities today.
- The work on reading artifacts is best done with three-dimensional replicas. The unit resource list has information about renting kits of replicas from the Royal Ontario Museum. If this is not possible, photographs of artifacts may be used. A selection of photographs of First Nations artifacts can be downloaded from a virtual exhibition, *Bone Snow knives and Tin Oil lamps*. This is a co-operative project of La musée de civilisation (Quebec), the Royal Ontario Museum and the Canadian Heritage Information Network.
- The method used to introduce students to the vocabulary they need for reading artifacts is reading a book of photographs of tools used in cultures all over the world.
- Help three or four students rehearse a reading of Ann Morris's *Tools*. Using two or three copies of the paperback have one student read the text, another show the appropriate pictures, and another tell some interesting information about where the pictures are taken and why the tools are interesting.
- Make a template of a card used to record information about artifacts entitled *Museum Card*. Use these headings: Artifact # , Student Name, Home Form, Drawing, Material, Size, Date Found, Date Made, Made by Hand or Machine, Possible Uses (3). This template is used several times.
- Book a field trip. Information on local museums in Ontario may be obtained from the web sites of the Ontario Museum Association or the Canadian Heritage Information. These sites have links to the home-pages of local museums. (See resource list)
- A local cemetery is another possible field trip. Students obtain information by reading the memorial stones and copying information about names, dates, ages at death, country of origin, causes of death, and/or occupation.

Materials Needed

- a kit of replicas of artifacts (pictures may be substituted); four class sets of a museum cards; a kitchen fork for each student (garage-sale specials)

Prior Knowledge Required

- ability to fill in forms (Unit 3)
- familiarity with using tools

Teaching/Learning Strategies

1. After introducing how archeologists work and viewing pictures such as those found in *Time Detectives*, pp 89-91, distribute the two versions of *The Young Archeologists of Fort Selkirk* (Appendix 5.) Partners have Version A and B. Tell the story first. Then read the passage aloud three times as students complete the paragraphs.
   Explain that their partner has the right answers and that they must work together to check their work. Emphasize that they must not trade papers but must teach each other. This time they will be evaluated using the sticky note feedback notes for a mark.
2. When all students have a perfect copy, read the passage together and ask students what they think the Fort Selkirk students learned. Discuss what skills it is possible to learn outside school. Have a guidance counselor or a student from a co-operative education program visit the class to talk about work/study experiences available through the school.
3. Have the students who have rehearsed the reading of Ann Morris' *Tools* present the book to the class. After listening to the reading, make a semantic map entitled Tools with the class. List the tools and their uses. Post this chart.
4. Use the example of an item such as a centennial T-shirt to show how information is recorded in a museum. Have students choose a tool from the chart they have prepared and fill in a museum card.
5. Students examine artifacts from one of the museum kits and fill out the same cards. They then share their ideas about the artifacts with the class. Students place this card in their Canada portfolio.
6. As a test, each student examines a kitchen fork from the point of view of an archeologist in the year 3050. The task is to draw it, note the material, and its condition, and suggest three possible ways it might have been used by the people of Ontario a hundred years before.
7. Students explore the idea of a living museum by examining the pictures of Ontario historic reconstructed villages using Bobbie Kalman's book, *Visiting a Village*. If multiple copies of the book are available student partners prepare reports on assigned pictures, answering the questions *What do you see? What might you touch? What might you taste? What might you hear?* With only one book, this would be a teacher-centred activity.
8. Visit a local historical site. One possible exercise is to use a map of the area to lead students to points of interest where they answer questions which require reasoning such as: *How many fireplaces heated the yellow and green house? At the back of this building you can see a clue about a disaster. What do you think happened? On the walls there are black metal things that look like an S. What do they do?* This introduces students to map-reading and continues the inquiry approach to history. (Developed by the staff of Todmorden Mills, Toronto.)
   An historical house lends itself to an activity such as this: assign groups of students to rooms containing a special artifact such as a pair of skates, a teapot, an oil lamp. Together students imagine how the articles would be used at an upcoming party. They write dialogues including the artifacts, rehearse them, and present them to other students as they visit each room. (Developed by Heritage Toronto for Colbourne Lodge, High Park)

Assessment/Evaluation

- museum card of kitchen fork (Summative)
- feed back notes (Summative)

Accommodations

- Students may need to read their museum cards aloud if the teacher cannot read the handwriting; others may still need to dictate.
- If a kit is available for several days, advanced students could make museum cards for several objects. The materials and cards could be displayed in a locked display cabinet for other classes to observe.

Resources

Kalman, Bobbie. *Visiting a Village*. Niagara-on-the-Lake: Crabtree Publishing Company, 1990. (Series: Historic Communities).

Morris, Ann. *Tools*. New York: Lothrop, Lee and Shepard Books, 1992.

Tools: Royal Ontario Museum (a resource box)

Web Sites

Ontario Museum Association
http//www.muscumsontario.com

Canadian Heritage Information Network
http://www.chin.gc.ca

Activity 6: Creating a Museum Display

Time: 240 minutes

Description

Students share their first impressions of Canada and their later experiences to decide on ways to create a museum display case of personal symbols demonstrating "What Canada Means to Us". They use a Canadian web site to choose schoolchildren's writing that mirrors their feelings about Canada and write their own letters to Canada. During this activity, hold individual conferences with each student to assess the Canada portfolio.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.02L; AREV.02L; AWRV.02L❖; ASCV.01L❖.
Specific Expectations: AOR2.02L; ARE2.05L; AWR2.01L❖; ASCI.07L❖.

Planning Notes

- When students are discussing what Canada means to them it is important that they recognize that there are no right or wrong answers.
- During this activity students work independently on their letters modelled after those on the Dear Canada web site. This leaves time to conference individually on the Canada portfolios. Some assistance from senior students or teacher-librarians is required for these conferences. The overall assessment of the portfolio is the culminating evaluation.
- Edited versions of the letters may be posted on the web site and displayed in the classroom.

Materials Needed

- file cards

Prior Knowledge Required

- fills out forms
- understands the concept of concrete symbols

Teaching/Learning Strategies

1. After a teacher's demonstration of a museum card entry for an interesting item, students choose an item they have at home which they feel represents their country of origin. They produce a brief description of the object using the categories used on museum description cards: *Name of item, place found, material, use, date made, date acquired* (Activity 5, Planning Notes)
2. Students talk with a partner about what seemed unusual to them when they first arrived in Canada and which of these things continue to seem strange. Although there may be differing opinions, students respect each other's views. Students fill out a card for some of the items they have identified.
3. Explain to the students that they are to create a museum case called What Canada Means to Us. Students obtain real items that represent Canada to them and arrange them in a case or on a table as a museum case. Items might include a snow shovel or a blue recycling box. They make neatly printed or typed cards and a banner title for their display. These cards are to be evaluated for accuracy and completeness.
4. Students choose their own item or a classmate's, draw a picture and label their drawing with the correct information using the museum card format. This is the last item to be placed in their Canada Portfolio.
5. Using the table of contents (Appendix 2B) students check their Canada portfolios, complete unfinished work, and arrange their papers in the correct order.
6. Prepare the students for a personal interview by giving them the questions you wish to discuss with them during the portfolio assessment session. The questions would include:
   - Which piece is your best work?
   - Does your work get better or worse? Why do you think this is so?
   - Choose one piece you think you could have done better. How could it be improved?
   - What can you do better now that you could not do before? Show an example from the portfolio.
   - Which of the quizzes did you think were easy?
   - How did you study for them? Let's look at some of them. Which learning strategies work best for you?
   - Does writing quizzes make you nervous? What do you do to feel calmer?
7. Arrange for the students to go the library/resource centre to locate the Ben Wicks web site. This web site includes the text of a book by the children of Canada, *Dear Canada, a love letter to my country.* Have coaches or the librarian read some of the simple letters while the teacher takes the students one by one to a seminar room to discuss the Canada portfolios, using appendix 6. With a partner students could draft a Dear Canada letter to submit to this web site. Illustrated letters could be posted in the classroom.

Assessment/Evaluation

- museum card about what Canada means to me (Summative)
- Canada portfolio (Summative)

Accommodations

- Students especially interested in museums can visit museum sites on the Internet.

Resources

www.benwicks.com

Appendix 1: An Old Song Made New

Before *O Canada* became Canada's national anthem, Canadians often *sang The Maple Leaf Forever.* The tune was pretty but the words were hurtful. The writer was proud of being British. He forgot the feelings of the native people who had lived in Canada long before the British came. He forgot the feelings of the French Canadians who lost the war with the British. Nobody sang the song for many years.

In 1997 CBC Radio had a contest to write new words for The Maple Leaf Forever. The winner was Vladimir Radian. Mr. Radian came to Canada ten years ago from Romania. He is not a song-writer. He is a mathematician. He liked the tune.

It took him a whole day to write the first line. He remembered that when he got off the airplane the Canadian sky seemed very big and very blue. So his first line was "O land of blue unending skies." It took him seven more days to write the other words.

Then he wrote words in French. The French words were easier for him. He said, "It's much easier to write about love in French than in English." When reporters asked him why he came to Canada he said, "This is a very kind country."

Here are the words of the first verse.

O land of blue unending skies,
Mountains strong and sparkling snow,
A scent of freedom in the wind
O'er the emerald fields below.

A. Copy the sentences that tell us:

1. What is Canada's national anthem?

2. How many days did it take to write the first line of *The Maple Leaf Forever?*

3. Why was it easier to write in French than in English?

4. Who won the radio contest?

B. Copy your favourite line of the song:

Appendix 2A: Student Tracking Sheet

Canadian Geography - What I Can Do Now
Sheet 1:_____ (provinces and territories, water, or capitals)

Name of Activity	Dates Tried	How I Studied	Results
Pronunciation			
Pointing on a Map with Names			
Pointing on a Blank map			
Spelling: Listening for Letters			
Reading Names			
Spelling Names			
Writing Abbreviations			
Copying Names and Colouring Map			
Labelling Map			
Other._____			

Appendix 2B: Contents of Portfolio

1. Cover

2. An Old Song Made New (Appendix 1)

3. Quiz: Matching Names and Symbols

4. Geography Quizzes and Student Tracking Sheets

5. Feedback Notes on Co-operation in Making Posters

6. Museum Cards on Historical Artifact

7. Museum Card on What Canada Means to Me

Appendix 3: Readings: The Provinces and Territories

The Northern Territories

The Northwest Territories has two parts: islands and mainland. More than half of the people are native people. They use airplanes to travel from one community to another.
Yukon is in the northwest corner of Canada. It has many high mountains. The summers are short and the winters are very long.
Nunavut is Canada's newest territory. Its birthdate was April 1, 1999. The people are also young. Half of the 25,000 people are under 20 years old. Nunavut is the coldest place to live in Canada. Winter lasts nine months: from September until May. In most areas there are no roads. The airplane and the snowmobile are the only way to travel.

The Western Provinces

Manitoba is a prairie province. The prairie provinces are sometimes called Canada's breadbasket because there are so many wheat farms. Manitoba has many, many lakes.
Saskatchewan does not have mountains. It is very flat. Most farmers grow wheat in Saskatchewan. It is very cold in the winter.
Alberta has high mountains covered with snow. Alberta has badlands; deserts where bones of dinosaurs have been found. Many Albertans work on cattle ranches or in the oil fields.
British Columbia is on the Pacific Ocean. The biggest trees in Canada grow in the rain forest on Vancouver Island. Cherries, peaches, and plums grow in the river valleys. It is not very cold in the winter in Vancouver. The flowers come out in February.

The Central Provinces

Quebec is Canada's largest province. It has many waterfalls. Most of the people in Quebec speak French. Most of the native people who live in Quebec live in the North. The St. Lawrence River begins in Ontario and runs to the Atlantic Ocean.
Ontario has the largest number of people in Canada. The biggest waterfall in the world is in Ontario. It is called Niagara Falls. The capital city of Canada, Ottawa, is in the province of Ontario. Four of the five Great Lakes are in Ontario. We live in Ontario.

The Atlantic Provinces

New Brunswick is the second largest Atlantic province. It has farms, small towns, and cities. It is between Quebec and Nova Scotia. Most of Canada's apple juice comes from the river valleys of New Brunswick.
Prince Edward Island is the smallest province. Most of the people are farmers. The potatoes from Prince Edward Island are famous. It is a very small island with sand dunes on the shores.
Nova Scotia is another Atlantic province. Cape Breton is an island in the northern part of Nova Scotia. Most of Nova Scotia is a peninsula covered by forests.
Newfoundland is the youngest province. It has two parts: Labrador and the island. It is the largest Atlantic province. A ferryboat goes between Newfoundland and the mainland.

Appendix 4: The Lost Chests

Chest 1

The year is 1668. Two leather chests lined with velvet are found on the dock at Quebec City. They have been left behind when a small boat going up the St Lawrence River was loaded. Read the list of contents in your chest and try to answer these questions.

a silk Spanish shawl
scissors
2 pairs of white stockings
a handmade wool blanket
a blue wool skirt
a pair of ribbon shoe-laces
a lace kerchief
a white linen skirt
a soup spoon

1. Is the owner of the chest a man or a woman?
2. How old do you think this person is?
3. Is this person rich or poor?
4. What is the purpose of the trip?
5. What is this person's first language?

Chest 2

The year is 1668. Two leather chests lined with velvet are found on the dock at Quebec City. They have been left behind when a small boat going up the St Lawrence River was loaded. Read the list of contents in your chest and try to answer these questions.

2 knives
8 gold coins
10 pounds of nails
2 white linen shirts
a handmade wool blanket
a prayer book in French
2 pairs of gloves
6 linen caps
a large ball of string
an axe-head

1. Is the owner of the chest a man or a woman?
2. How old do you think this person is?
3. Is this person rich or poor?
4. What is the purpose of the trip?
5. What is this person's first language?

Appendix 5. The Young Archeologists of Fort Selkirk: A jigsaw listening cloze exercise.

Teacher's version:

A few years ago high school students from Selkirk First Nation in the Yukon worked on a dig. First they studied Yukon prehistory and archeology in school. In the mornings they worked on the dig. In the afternoon they listened to the elders talk about people who had lived at Fort Selkirk and how they made their livings. The older men and women showed them how to make things like baskets, baby carriers, fish spears, and fish traps.
The students found an old fishing camp. They found 28 different kinds of stone. The stones came from far away so they learned that Fort Selkirk was a trading place. The young people have helped find the history of the Selkirk people.

The Young Archeologists of Fort Selkirk: Student Version A

A few years ago high school students from Selkirk First Nation in the Yukon worked on an archeological dig. First they studied Yukon prehistory _____archeology in school. In the mornings _____ worked on the dig. In _____ afternoon they listened to the elders_____ about people who had lived at Fort Selkirk _____ how they made their livings. The older _____and women showed them how to _____ things like baskets, baby carriers,_____ spears and fish traps.
The students _____an old fishing camp. They found _____ different kinds of stone. The stones _____from far away so they learned _____ Fort Selkirk was a trading place. _____ young people have helped find the _____ of the Selkirk people.

The Young Archeologists of Fort Selkirk: Student Version B

A few years ago high school students from Selkirk First Nation in the Yukon worked on an archeological dig. First they studied Yukon prehistory and archeology _____ school. In the mornings they worked _____ the dig. In the afternoon they _____ to the elders talk about people _____ had lived at Fort Selkirk and how _____made their livings. The older men and _____ showed them how to make things _____ baskets, baby carriers, fish spears, and _____ traps.
The students found an old_____ camp. They found 28 different kinds _____ stone. The stones came from far _____ so they learned that Fort Selkirk was _____ trading place. The young people have_____ find the history of the Selkirk _____.

Appendix 6: Rubric for Canada Portfolio

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge	**The student demonstrates:**			
Knowledge of names of provinces, territories, capital cities in Canada	- limited knowledge	- some knowledge	- considerable knowledge	- thorough knowledge
Understands the concept of Canadian symbols	- limited understanding of the concept	- some understanding of the concept	- considerable understanding of the concept	- thorough understanding of the concept
Communication	**The student demonstrates**			
Uses beginning literacy skills (e.g., cover is complete and titled, pages are in order from front to back)	- limited use of literacy skills	- some use of literacy skills	- considerable use of literacy skills	- thorough use of literacy skills
Thinking/Inquiry	**The student demonstrates:**			
Uses critical thinking skills (e.g., analyses artifacts to complete a museum card)	- limited competence in using critical thinking skills	- some competence in using critical thinking skills	- considerable competence in using critical thinking skills	- thorough competence in using critical thinking skills
Application	**The student demonstrates:**			
Uses language and literacy skills to do a self-assessment of successful learning strategies	- limited awareness of personal, successful learning strategies	- some awareness of personal, successful learning strategies	-considerable awareness of personal, successful learning strategies	-thorough awareness of personal, successful learning strategies

Unit 5: Save the Planet

Time: 20 hours
Unit Developer(s): Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Paula Markus, Eleanor Minuk, Jane Sims, Betty Ann Taylor
Development Date: July 1999

Unit Description

In this unit students use the environmental concepts of reduce, reuse, and recycle for reading and writing activities. They follow audio tapes of simple books about environmental issues, watch videos, and write from teacher models and sentence starters. They discuss the reading of different forms of text and begin to write regularly in their journals. They are introduced to classified advertisements and letters. The last activity is practising for a final evaluation.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall expectations: A0RV.01L, .02L, .03L; AREV.01L, .02L, .03L; AWRV.01L, .02L; ASCV.01L, .02L.
Specific Expectations: AOR1.01L, 1.03L, 1.04L, 2.01L, 2.02L, 3.01L, 3.05L; ARE1.01L, 1.04L, 2.03L, 2.05L, 2.07L, 3.01L, 3.02L, 3.03L; AWR2.01L, 2.03L, ASC1.01L, 1.02L, 2.06L, 2.07L, 2.08L.

Activity Titles (Time + Sequence)

Activity 1	Understanding Pollution	5 hours
Activity 2	Reduce	3 hours
Activity 3	Reuse	3 hours
Activity 4	Recycle	3 hours
Activity 5	An Environmentally Friendly Audit	3 hours
Activity 6	Preparing for Final Evaluations	3 hours

Unit Planning Notes

Many of the concepts and the language skills of this unit could be taught using the facilities of a residential outdoor education centre or a local conservation authority. Such experiential learning is invaluable for literacy students.

Second language students may have had some preparation for this unit if they have worked with the Balance of Nature (Unit 3) of the ESLAO course profile.

Since the content used for language development in this unit is conservation, make sure to set an example by having recycling bins in place and scrap paper available for the students to use. It is important to validate students when they talk about environmental practices before they came to Canada. Many countries are more careful with their natural resources than Canada; others have not made environmental action a priority.

The last activity is preparation for the school-wide final evaluations. Parts of the evaluation preparation might be interwoven with some of the earlier activities, for example, reading the exam schedules. If the Oral and Visual Communication strand is to be evaluated during class hours, quiet activities will have to be devised for individual members of the class when they are not involved in the testing.

Reading and writing evaluation is clustered in the first activities of the unit because many schools have policies prohibiting assessments just before final evaluations.

Before beginning the read-along books in Activity 1, check over the file of *A Cumulative Checklist for the Reader at the Emergent Stage* Unit 2, Appendix 1. Note which students you need more information about to complete the final column of the checklist.

Prior Knowledge Required

- follows read-alongs
- finds words in a picture dictionary
- has a personal word bank of common words
- is beginning to write independently
- is maintaining a reading log which now includes personal reading
- works in co-operative groups
- understands the concept of abbreviations
- has achieved many of the expectations of ELDAO

Teaching/Learning Strategies

anticipation guide, brainstorming, categorizing, experience charts, field trips, games, journal writing, key word lists, letter writing, mock examination, quiet reading, read-along tapes of non-fiction material, reading conferences, reading graphs, reading schedules, teacher read-alongs, role-playing, writing surveys

Assessment/Evaluation Techniques

Activity	Type	Tool	Category
Activity 1	Diagnostic Formative Formative	Read-alongs Journal Writing Oral Book reports	Knowledge/Application Communication Knowledge/Communication
Activity 3	Summative Diagnostic	Answers re: Classified Ads Household Hints	Know/Communication Application
Activity 4	Formative Diagnostic	Thank-you Note Classifying Materials	Application Thinking
Activity 5	Formative Summative	Role plays Letter	Communication Application/Think/Knowledge/ Communication
Activity 6	Summative Formative	Cumulative Checklist Mock exam	Communication Application

Resources

Be Outdoorable: Outdoor Education Across the Intermediate Division. The Metropolitan Toronto School Board. 1989 (now The Toronto District School Board)

A compendium of activities in a variety of subjects that may be used within a class period in the area around the school.

Law, Barbara and Mary Eckes. *Assessment and ESL: On the Yellow Big Road to the Withered of Oz.* Winnipeg: Peguis Publishers. 1995

Chapter 8, "Grading: The Final Nail in the Coffee" sums up the challenges and contradictions teachers face in arriving at report card marks. It is thought-provoking rather than conclusive.

Duvall, Jill. *Who Keeps the Water Clean? Ms Schindler!* Chicago: Children's Press, 1998.
This book written in a photojournalistic style is one of a series of biographies designed to encourage students to think about the ways they might influence their community as adults. There are more than thirty books in the series, *Our Neighbourhood*, at a beginning reading level which foster an interest in a wide variety of careers. Titles include: *A Day in Court with Mrs. Trinh, Flying an Agricultural Plane with Mr. Miller, Chef Ki Is Serving Dinner.* The Canadian distributor is Harper Collins Canada, (416) 321-2241.

Activity 1: Understanding Pollution

Time: 300 minutes

Description

Students participate in an environmentally friendly scavenger hunt in which they sketch items from a list provided. They identify both positive and negative human interventions. After students have reached an understanding of the meaning of pollution, they participate in a read-along activity using audio tapes of books related to environmental problems. They identify key words to describe photographs depicting pollution.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.02L, AORV.03L❖, AREV.02L❖, AWRV.02L❖, ASCV.01L.
Specific Expectations: A0R3.01L❖, ARE1.01L❖, ARE2.07L❖, AWR2.01L❖, ASC1.09L.

Planning Notes

- This unit has activities involving work in the schoolyard and immediate neighbourhood of the school. Permissions for the duration of their enrollment at the school or at least for an entire school year for such supervised excursions are best obtained when students register in a school. Teachers need to consult with the school administration about local policies.
- In this activity students listen to readings of several short illustrated books about environmental problems. It is important that there are enough copies of the books for each student to follow as the tapes are played.
- Prepare an audio-tape of each book chosen. This may be done by the teacher or by another group in the school such as a drama class.
- Make plans about the location and timing of this taped reading. Consider using this activity in the Learning Resource Centre so that students could be divided among seminar rooms. Ideally both books and tapes could be checked out of the Learning Resource Centre for students to use at home.

Materials Needed

- masking tape, scrap paper; clipboards; copies of lists for an environmentally-friendly scavenger hunt (Appendix 1); a tape-recording of three or four simple books or articles about current environmental issues (see resource list); a large chart divided in two columns with headings *Manufactured* and *Found in Nature*; a collection of items such as a shell, a button, a leaf, a pine needle, a pencil, a stone etc.

Prior Knowledge Required

- finds words in a picture dictionary
- has a personal word bank of common words

Teaching/Learning Strategies

1. Distribute the collection of items to students. Have students place their items on the chart under the appropriate heading: *Manufactured* and *Found in Nature*. As each item is removed, write the name of the item on the chart and on the board. Students copy this vocabulary list in their notebook.
2. As a homework assignment, have students sketch or write lists of things that are found in nature in their community. The next day students use picture dictionaries to check spelling and add to their lists.
3. Have students select one item from their list and write or draw it on a scrap piece of paper without showing it to anyone. They use masking tape to attach the paper to the back of a classmate. Students play *What am I?* by asking yes and no questions. Set a time limit and at the end make a list of the items which were identified and those which were not. Discuss the similarities and differences of the lists and what types of questions led to quick solutions. (Guesses usually don't lead to quick solutions.)
4. Take students on a walk through a near-by park or ravine. Distribute clipboards, pencils, and copies of *A Scavenger Hunt*, Appendix 1. Read through the list making sure all the students understand what they are looking for. They sketch items on the list that they find and note the location.
5. Back in the classroom use the scavenger lists for journal writing. Model the beginnings of the sentences they may wish to use: *Yesterday our class went to..., We took..., We saw..., We thought..., I couldn't find.., .Some of the signs of humans were good. I liked..., but some things were bad. There was....* Respond to each journal and collect a list of items students identified as undesirable.
6. Show students the books they will be reading: *Too Much Trash!, What Happens When You Recycle, Air Pollution, Water Pollution, Soil Erosion and Water Pollution.* These books are written for various levels of reading proficiency. Ask students to tell what they understand by the term pollution. Use the pictures on the covers of the books to expand their understanding and predict what questions the books will answer. Explain that they will read all of these books by following in the text as they listen to a tape. Rotate students through groups until all of them have listened to every book. This may take part of a period for several days.
7. When students have listened to the tapes of the books, discuss their predictions and reinforce that thinking ahead helps understanding even when the predictions are inaccurate. Have students choose one of these texts to re-read in preparation for a conference. Explain that their assignment is to choose five pictures from the text to explain in an interview. Show students how to select key words from the page which describe the picture. Have students list the key words for each photograph. Arrange time to interview each student about his/her book. Students use photographs and their lists of key words as memory-aids to demonstrate how much general knowledge they have acquired about the topic of the book. Note how well their explanations fit the pictures.
8. Using the new information they have acquired from the read-along activities, students brainstorm how people can reduce pollution and protect the earth. Show them how their solutions fit into the categories used by environmentalists: Reduce, Reuse, Recycle. Record their suggestions on a wall chart to be posted for the rest of this unit.
9. Have students write a second journal entry about pollution.

Assessment/Evaluation

- ability to make predictions about Read-alongs (Diagnostic)
- volume of writing and ability to communicate in journal writing; errors are not corrected (Formative)
- book conferences, using the criteria outlined in Teaching/Learning Strategy 7 (Formative)

Accommodations

- Scribe for students as needed. These teacher-prepared notes may be copied into journals by students.
- Use a book such as *Window* which has no printed text.

Resources

Baker, Jeannie. *Window.* New York: Greenwillow Books, 1991.

Fowler, Alan. *It Could Still Be Water.* Chicago: Children's Press, 1991.

Fowler, Alan. *Recycle That.* Chicago: Children's Press, 1991.

Robinson, Fay. *Too Much Trash!* Chicago: Children's Press, 1990.

Shapiro, Norma. *The Oxford Picture Dictionary. Monolingual Canadian Edition.* Toronto: Oxford University Press, 1999.

Sharp, Katie. *What Happens When You Recycle.* Crystal Lake, Ill: Rigby, 1998.

Stille, Darlene. *Air Pollution.* Chicago: Children's Press, 1990.

Stille, Darlene. *Water Pollution.* Chicago: Children's Press, 1990.

Stille, Darlene. *Soil Erosion and Water Pollution.* Chicago. Children's Press, 1990.

Activity 2: Reduce

Time: 180 minutes

Description

Students discuss availability and purity of water in their home countries. They conduct a survey about what kinds of water people in their school drink and summarize the results in a graph. Using an anticipation guide as a pre-reading activity, the students read a fact sheet on water. They explore ways to reduce water use.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01L; AREV.03L; AWRV.01L; ASCV.01L.
Specific Expectations: AOR1.01L; ARE3.02L; AWR2.01L; ASC1.01L.

Planning Notes

- An anticipation guide is a pre-reading strategy that assists students in predicting and using their prior knowledge to take a stand on issues and concepts. It involves the whole class, small groups, or individual students agreeing or disagreeing with a series of statements, issues, or attitudes presented in a reading selection. An anticipation guide helps prepare students for reading by providing a context prior to the reading. (See Appendix 2A)
- Much of the information on water use involves measurement in litres. Provide litre-sized containers to aid understanding.
- Identify what group of 40 – 50 people would be willing to fill out questionnaires about the kind of water they drink.
- Explain to the class that the purification of drinking water is a municipal responsibility and local governments are required by law to provide safe drinking water. The read-aloud, *Who Keeps the Water Clean? Ms Schindler!* demonstrates how costly the treatment of water is and can lead to an understanding of how wasting clean water is irresponsible.

Prior Knowledge Required

- use some basic reading strategies with teacher guidance
- formulate and write questions
- read bar graphs

Teaching/Learning Strategies

1. Begin with a discussion of whether water was scarce or plentiful in their native countries: *Did they buy water? Did it come from a well or a lake or a river? Was it necessary to boil drinking water?*
2. Read *Who Keeps the Water Clean? Ms Schindler!* aloud to the class. Discuss her job and other careers people might have in the water industry such as testing levels of pollution in drinking water, bottling water commercially, or repairing damaged water pipes.
3. Discuss what types of water people drink today in Canada: tap water, filtered water, commercial bottled water. Bring examples of each to the class. Have students do an in-class blind taste test and record their results. Explain how to do a survey and determine which groups in the school should be surveyed. Have students consider such groups as a Science class or a Senior Physical Education class. Students formulate questions for a questionnaire on choices in drinking water. The teacher and/or students type, duplicate, and distribute these questionnaires to the selected groups.
4. Use an overhead transparency of the anticipation guide statements from Water: Pre-reading. (Appendix 2A) Read the statements aloud one by one. Students think about each statement, indicate whether they agree or disagree, and give reasons for their opinions.
5. *Distribute Water: Student Reading.* (Appendix 2B) Students read to confirm their opinions. Discuss their findings as an introduction for the video *Down the Drain* or another video on the list.
6. When the results of the drinking water survey have been collected, the group makes a chart using the headings Tap Water, Filtered Water, Bottled Water. Number the left side 1 to 40. Have students survey at least forty people and record the results on the chart. Total the numbers in each column. With the class tabulate and record the information as a bar graph. e.g., *16 people drink tap water. ... people use a filtered container.*
   For homework, using the data on the bar graph students write the results of the survey in complete sentences: *Most people..., Some....., A few....* Check the next day that the homework was completed accurately.
7. Watch one of the videos listed in Resources for additional background information on water usage. Discuss the highlights of the video.

Accommodations

- Scribe for individual students as necessary.
- Sequence jumbled student-generated sentences to practise comprehension.

Resources

Duvall, Jill. *Who Keeps the Water Clean? Ms Schindler*! Chicago. Children's Press, 1998.

Down the Drain. Children's Television Workshop. 1991. 30 minutes.

Source of Life: water in our environment. Rainbow Educational Video. 1991. 22 minutes.

Water, Water Everywhere. National Film Board. 4 minutes. 45 seconds

Troubled Water. NIS. 1993.

Activity 3: Reuse

Time: 180 minutes

Description

In this activity students discuss their values about second-hand items. They practise locating and evaluating items for sale in classified advertisements. Students also write an advertisement, following a teacher-prepared model. They make notepads from paper found in recycling bins.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.03L❖; AREV.02L; AWRV.02L; ASCV.01L.
Specific Expectations: AOR3.05L❖; ARE3.01L, 3.03L; AWR2.01L; ASC1.02L.

Planning Notes

- Be prepared for considerable diversity of opinion about the purchase of used items. Hand-me-downs and second-hand items are culturally value-laden and the differing views must be respected.
- Locate a good source of classified advertisements or write some examples. Wedding gowns and motorcycles are likely to spark interesting discussions.
- Arrange for access to paper recycling bins that are likely to yield large amounts of high quality paper to make into memo pads. In some cases this will have to be pre-sorted for confidential material such as student tests that will need to be shredded.
- The use of a paper cutter requires careful instruction and supervision.
- Teaching/Learning Strategy 7 requires setting up items in centres around the classroom. This will need to be done before the class begins.

Materials Needed

- newspapers, magazines that contain classified advertisements; paper cutter; staplers; stamps or stencils (optional); a selection of often discarded household items.

Prior Knowledge Required

- reads simple materials
- works in co-operative groups
- understands the concept of abbreviations
- is familiar with Blue Boxes

Teaching/Learning Strategies

1. Discuss the students' experiences with second-hand objects and their opinions of garage sales and flea markets. Introduce some examples of classified advertisements. Explain the practice of paying by the number of lines and the use of invented abbreviations. Select several abbreviations to write on the board and have students guess what the items might be. Draw attention to the fact that some people prefer not to use classified advertisements because they are concerned about the safety of having people telephone them or coming to their homes.
2. Distribute a set of simple questions: *What is for sale? How much does it cost? How does the buyer contact the seller? What is special about this item?* Have students practise the answers to these questions orally and then, using five advertisements, have them write answers in their notebooks.
3. For homework have students write an advertisement for an item they would like to sell, based on the questions used in class. The next day, check their work and have the students copy their advertisements onto file cards to post in alphabetical order on a large poster entitled For Sale. Repeat Teaching/Learning Strategy 2, using a few of the students' advertisements. The answers are to be handed in for assessment.

4. Establish that paper comes from trees by showing one of the videos listed in the resource guide or another from your board catalogue. Paper can be recycled or it may be reused. Generate a short list of rules about what can go in a Blue Box. Post this list near the classroom Blue Box.
5. Show students memo pads that are made from used paper and explain that the class will make scrap paper pads. Assign roles: paper sorting and straightening, paper cutting, stamping with the school logo, stapling. Decide together which areas of the school should be the recipient of their efforts. Students should also be encouraged to take a memo pad home to their family.
6. Review with the students the steps the class followed to make scrap paper pads. Record the steps in point form on the board. Have students use the point form notes to write a composition entitled: How to Make Memo Pads.
7. Use an overhead transparency to introduce students to the household hints section of a magazine or newspaper. Draw attention to hints for reusing an item that is often discarded. Set up stations around the classroom with various items: newspapers, bed sheets, egg cartons, towels, twist ties. Have pairs of students visit each station and suggest as many uses as possible for each item. Post lists over each item. Then have each student choose one idea and write it as a household hint. Encourage peer help with spelling.

Assessment/Evaluation

- Responses to Classified Ad Questions. Evaluate use of capitalization, punctuation and simple sentence structures. (Summative)
- Household Hints, evaluating use of the imperative (Diagnostic)

Accommodations

- Make and apply stencils for the memo pad activity.
- Scribe for students as required.
- More advanced students compile the hints into a page for a newsletter using a header and double columns.

Resources

Videos

How Paper is Made. AIMS Media. 1993.

Paper. Kaw Valley Films. 1986. 13 minutes.

Activity 4: Recycle

Time: 180 minutes

Description

In this activity students discuss how Canada and other countries dispose of their garbage. They listen to a guest speaker explain recycling programs and write a thank-you note. They review the variety of text forms they have learned to read in this course. Individually they answer questions based on reading a schedule.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.03L; AREV.01L; AWRV.01L❖; ASCV.02L.
Specific Expectations: AOR1.03L, 2.01L; ARE3.03L; AWR2.01L❖; ASC1.02L.

Planning Notes

- Arrange for a speaker: a student from the Earth Day committee, Environmental Club, a teacher with a special interest in the environment, or a community volunteer to speak briefly to the class.
- If a speaker cannot be arranged, the language experience summary of key points exercise could be attached to the video viewed.
- The reading focus of this activity is designed to raise students' awareness of how much they have learned about the nature of texts. These pragmatic cues range from noting the quality of paper of a flyer, size, and print styles, to the spacing of words on a page.
- Make up five or six questions about garbage schedule, Appendix 3. e.g., *When will the garbage be picked up next? What day can people put out Christmas trees? What date is a holiday?* Students add their own question and answer it.

Materials Needed

- video on recycling; a bulletin board display including environmental brochures, some brochures in other languages, junk mail of many kinds, print material from other units: e.g., recipes (Unit 2), school rules (Unit 3), timetable (Unit 1); a class set of local garbage schedules or Appendix 3.

Prior Knowledge Required

- is familiar with a variety of print forms
- writes simple texts
- knows the form of a thank-you letter

Teaching/Learning Strategies

1. Discuss with students how garbage was recycled and disposed of in their native countries. Explore what they already know about recycling programs. Show one of the videos listed or another available from your school board.
2. Have a speaker come to the class and explain community recycling programs. Recapitulate the key points of the talk using a language experience approach. Students copy these into their notebooks.
3. Model a thank-you note that you have written for a similar occasion. Include a reference to something you learned. Highlight the sentence starters in your version that students may use. Have students write first drafts of a thank you letter to the speaker. Work with them to edit their drafts and copy the corrected version. Forward these to the speaker.
4. Arrange a selection of printed material such as those listed in Materials Needed on a bulletin board. Make the display very random: upside-down, sideways, back to front. Have one student follow the directions of classmates to organize the materials so that all are right side up. Remind students to use expressions such as: *I'm next, It's my turn.* Discuss the different text forms students have become familiar with during this course. Draw their attention to a brochure written in another language. Ask how they knew how to arrange it right side up. Select other features they can identify without understanding the words*: titles, numbers, prices, times.* Point out how much they have learned about reading.
5. Title the display: *How to reduce, recycle, and reuse*. Have students arrange pieces of print under the correct heading, explain what the remaining items are about and why they do not fit in the display. If any students can give good reasons about why an item is connected, reinstate it in the display.
6. Distribute copies of garbage schedules, see Appendix 3 with questions to answer. Explain that this is practice for a test and they must try to do the work without consulting classmates.

Assessment/Evaluation

- thank-you note (Formative)
- observation of students' ability to classify printed material (Diagnostic)

Accommodations

- Students having difficulty with handwriting may use a computer for thank-you notes.
- Individual students may redo the bulletin board activity with the different types of print.

Resources

Videos

Reducing, Reusing, and Recycling: environmental concerns. Rainbow Educational Video.1990. 20 minutes

Recycle me. Handel Film. 1992. 12 minutes

Recycling: the endless circle. National Geographic Society.1992. 25 minutes

Recycling with David Suzuki. Robin Electronics. 10 minutes

Activity 5: An Environmentally Friendly Audit

Time: 180 minutes

Description

In this activity students consider energy use and litter in the school environment. They collect data using an energy survey form that they construct. They weigh and classify schoolyard litter. They compose a group letter to the principal making recommendations.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01L; AREV.02L; AWRV.02L❖; ASCV.01L.
Specific Expectations: A0R2.02L; ARE2.05L; AWR2.01L❖; ASC1.01L, 1.09L.

Planning Notes

- Speak with an administrator to gain co-operation with this activity. If possible, arrange a partnership with the school environmental club, Earth Day committee, or a senior science class for the schoolyard garbage audit. Invite a school administrator to join in; the inclusion of others raises the positive profile of the students as actively participating in the life of the school.
- Props, costumes, and name cards are helpful in de-personalizing role-plays.

Materials Needed

- disposable gloves or baggies; a plastic grocery bag for each student; a weigh scale (science departments, nurse's office).

Prior Knowledge Required

- understanding of recycling and energy use from previous activities
- experience with role-playing

Teaching/Learning Strategies

1. With the students brainstorm ways in which a school might waste energy. Review/teach the term energy: light and heat. Make up a checklist and assign different areas of the school for a group of students to monitor for one day after school looking for lights left on in empty classrooms, curtains left open at the end of the day, overheated classrooms. Summarize the answers on a classroom chart.
2. Discuss the problem of litter and explain how the class can make a difference by cleaning up the schoolyard. Remind students that if they were to find a syringe they should not touch it but report the site to the administrator. Also review the reasons for wearing gloves when handling garbage.
3. Together with a school administrator and with students from another organization or class, assign teams to each of four quadrants of the schoolyard: North, South, East and West. Tell them they have 20 minutes to work and establish a signal for calling teams back. Weigh the material. Then have them sort the garbage into separate types: metal, paper, styrofoam, leftover food. Put aside items that can be recycled and put the rest in the proper place for disposal.
4. In the classroom, discuss which quadrant had the most garbage and why. Have them discuss how their team worked and whether they spent any time planning their activity. Another entry for their journals might be to describe what they liked or dislike about this activity.
5. Explore ways in which students think the amount of schoolyard litter might be reduced. List these randomly on the board and then have students organize them into a semantic map by suggesting which things belong together using the topics: Reduce, Reuse, Recycle.
6. Prepare for partner role-plays in which one student is the principal and the other represents their class in presenting ways to improve the school environment. Review ways to express opinions politely and positively: *maybe we could, perhaps it might be possible...* Have students practise the role plays several times switching partners and roles. Assess a final performance of the role plays using Appendix 5.
7. Prepare a group letter using a language experience approach. Discuss who would be the most effective person to receive the letter. Incorporate the suggestions students have expressed during the role play. Have students decide whether they wish to send their letter or not.
8. Students prepare a note for their journal about one way a family could live in a more environmentally friendly way.

Assessment/Evaluation

- evaluate role plays using rubric in Appendix 5 (Formative)

Accommodations

- Stronger students assist their peers in categorizing activity.
- A stronger student may be chosen to type the final version of the letter to the principal.
- First language scribes from senior classes could write dictated letters from students.

Activity 6: Preparing for Final Evaluation

Time: 180 minutes

Description

Students familiarize themselves with final evaluation procedures for all of their courses, work out a study timetable, learn the vocabulary and organization of examinations. They practise test-taking skills using a mock examination. They correct their responses by sharing with partners.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.02L; AREV.03L; AWRV.01L; ASCV.02L❖.
Specific Expectations: AOR1.04L; ARE3.03L; AWRV.02L; ASC2.03L, 2.06L❖.

Planning Notes

- Toward the end of the course, ELD teachers should familiarize themselves with local school policy about final evaluations. Since most of the protocols about examinations and other evaluations are unfamiliar to literacy students, they will require considerable preparation.
- Appropriate levels of accommodation or decisions to exempt beginning literacy students from parts of final evaluations in all subjects need to be agreed upon with administrators and communicated to the students. For policy support, refer to the document, *Program Planning and Assessment*, p. 7. Some practical demonstrations such as making a drawing in art, or demonstrating a first aid technique in Physical Education may be suitable. Many students are able to respond orally if questions are read aloud to them. Some schools may provide a special examination room for this purpose.
- Identify areas to highlight in explanations to students: *silence in exam room, staying for a minimum amount of time, finishing on time, attendance policies for students at times when final evaluations are not taking place for them.*
- Consider how students can best demonstrate their progress in literacy. Identify the key expectations that can be measured and devise ways to test knowledge, thinking, communication, and application of the skills learned.
- A school or department decision must be made on the format of a final evaluation for ELDAO. The particular suggestions for a mock exam in Appendix 4 have content from several units in the course. In some schools teachers may wish to use only the materials and content of the final unit.
- Draw up a mock final examination. This is intended to be used in a class period as a preparation for a final evaluation. It should be thought of as an hour of independent work in which students can demonstrate what they have learned. An examination in ELD is often esteem-enhancing for students; they appreciate being part of the mainstream.
- Because this course has an oral-visual strand, some of the evaluation requires individual or group interviews. Decisions must be taken about whether these will be scheduled as part of the school-wide special timetable or whether class time will be used. If class time is used students need to work quietly while others are tested. Possible work could be silent reading of additional titles from the series suggested for classroom reading for final additions to reading logs and/or a final journal entry based on the topics, Here's what to remember about me and My best memories of this class. Law, Barbara. Eckes, Mary. *Assessment and ESL: On the Yellow Big Road to the Withered of Oz.* p. 252.
- Make sure the file of *Cumulative Checklists for the Emergent Reader* are completed and included as part of the term mark.

<u>Materials Needed</u>

- agenda books or calendar; calculators; pens that write in a colour other than black, blue, or red.

Prior Knowledge Required

- study skills
- achievement of many expectations of ELDAO
- experience with informal quizzes

Teaching/Learning Strategies

1. When the specialized calendars and exam schedules for the end of semester or year are available, design another exercise like the one used in Activity 4, strategy 5 with the garbage schedule. Then work with students to transfer information about special end of year events such as assemblies, school picnics, locker clean-ups, evaluation times to their agenda books or a personal calendar. Check carefully that students have the correct room number, time, and date of all examinations. Be aware of all accommodations being made for students so that misunderstandings do not arise.
2. Review the study skills they developed in Unit 4. Discuss what they can do to prepare for examinations in other subjects. e.g., *repeating a question for each exercise, copying meanings for words, sounding out words, working with a partner.* Help students develop a plan for preparing for other subjects.
3. Continue to review material that students have studied and brainstorm with them the ways they might be able to show what they have learned during the course.
4. Use a number of examples to demonstrate the relationship between term marks and final evaluation marks. Emphasize the importance of attendance at the final evaluation.
5. Introduce the mock examination using an overhead transparency. Students locate headings, length of time available, and numbering systems. If there are choice questions indicate the key words. Highlight the words which tell what the student is to do: circle, match, etc. Examine the marking scheme to decide how much time to spend on a question.
6. The next day separate the desks and reorganize the room to resemble other rooms in the school during examinations. Give the students the paper and a work paper if applicable. The students attempt the mock examination. The teacher may read the directions aloud but they must do the other reading on their own. Model the school protocol for examinations during this hour.
7. Return the marked practice examinations assuring students that this mark will not be recorded. Explain that you will however assign a mark for how well they correct their errors and complete unfinished answers. Distribute pens that write in another colour such as green or purple. Have students work in groups of four and with the assistance of partners who have the correct answers and consultations with the teacher the students correct the exam. Collect the papers and assign marks for the completeness and accuracy of the corrections. Provide model answers for difficult questions. Assign a similar question for homework and work together until students understand what is required.

Assessment/Evaluation

- Checking of mock examination corrections (Formative)
- Cumulative checklist for emergent readers (Summative)

Accommodations

- Some students may be able to do a final examination if it is broken into 10- or 15-minute chunks.
- Decisions about whether a student will benefit most from repeating a course need to be made in consultation with department heads, and guidance staff.

Resources

The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment. Toronto. Ministry of Education and Training, 1999.

Law, Barbara and Mary Eckes. *Assessment and ESL: On the Yellow Big Road to the Withered of Oz.* Winnipeg: Peguis Publishers, 1995.

Appendix 1: A Scavenger Hunt

Find	Sketch	Location Found
an animal's home		
food for a bird		
food for a squirrel		
an insect on a plant		
a pine needle		
a leaf		
a seed that travels by wind		

Natural Objects in Shapes
- circle
- rectangle
- square
- oval

Signs of People

Appendix 2A: Water: Pre-Reading – Overhead Transparency

Agree or Disagree and Give Reasons.

Water

1. The worst room in the house for wasting water is the kitchen.

2. Canadians use more water than any other people.

3. Water is dirty because chemicals are dumped in the lakes and rivers.

4. A shower uses more water than a bath.

5. The water in the oceans is undrinkable.

Appendix 2B: Student Reading

- Earth is mostly water.
- Oceans, lakes, and rivers cover more of the globe than land does.
- Much water cannot be used. The water in the ocean is salty. The water in the Arctic ocean is frozen into ice.
- Canadians use more water per person that any other people.
- Almost half the water used in Canada is used in homes.
- Much of Canada's water is becoming polluted.
- The worst room in the house for wasting water is the bathroom.
- How much water do we use at home?
  - Shower - 25 litres a minute
  - Bath - 50 litres
  - Dripping tap- 25 litres per day
  - Dishwasher- 50 litres per load
  - Laundry - 85 litres per load
- Gasoline and fertilizer pollute underground water.
- Poisonous chemicals and garbage are dumped in rivers, lakes and oceans.

Appendix 3: Garbage Pickup Schedule

```
ERROR: ioerror
OFFENDING COMMAND: image

STACK:
```

Coded Expectations: ELDAO, Beginning Literacy

Oral and Visual Communication
Overall Expectations

AORV.01L participate in discussions about personal information and experiences;

AORV.02L respond appropriately to oral instructions and information in a classroom setting;

AORV.03L obtain key information from media sources and create simple media works.

Specific Expectations
Developing Proficiency in Oral Communication

AOR1.01L retell past experiences and compare them with current circumstances (e.g., complete statements beginning *That reminds me of...* or *That makes me think of...*);

AOR1.02L ask and answer questions for clarification or confirmation (e.g., ask about public-address announcements; ask a teacher to repeat an instruction);

AOR1.03L listen to and ask questions following oral classroom presentations by teachers, peers, and others;

AOR1.04L follow oral instructions that outline a series of steps (e.g., complete a timetable from oral instructions);

AOR1.05L restate school announcements, teacher directions, or peers' responses.

Using English in Socially and Culturally Appropriate Ways

AOR2.01L use common expressions to facilitate communication (e.g., to take turns; to get attention; to end a conversation);

AOR2.02L use appropriate language to express opinions and offer advice (e.g., complete statements beginning with *If I were You..., Maybe you could..., and Why don't you...?*).

Developing Media Knowledge and Skills

AOR3.01L retell stories heard on tape or seen on video;

AOR3.02L participate in discussions about personal or class visits to school displays, community events, or museums;

AOR3.03L make school announcements;

AOR3.04L create class collages;

AOR3.05L design advertisements, posters, or notices.

Reading
Overall Expectations

AREV.01L understand some basic facts and concepts about printed texts;

AREV.02L read a variety of simple written materials;

AREV.03L use some basic reading strategies, with teacher guidance.

Specific Expectations
Developing Beginning Literacy Skills

ARE1.01L restate key information or retell events from material read aloud (e.g., identify characters in a story; retell the next event in a sequence; restate a reason or an example provided);

ARE1.02L participate in discussions that focus on personal responses to stories or newspaper articles read aloud (e.g., tell about a similar event; ask peers about their experiences);

ARE1.03L identify the front and back of a book and the top and bottom of a page;

ARE1.04L follow from left to right and from line to line while the teacher reads aloud;

ARE1.05L identify the letters of the Roman alphabet in printed texts.

Reading and Responding

ARE2.01L recognize important notices and signs in the school and community;

ARE2.02L participate in choral reading of group stories, chants, poems, and excerpts from familiar stories the teacher has read aloud;

ARE2.03L read their own or class-generated stories;

ARE2.04L understand a bank of sight words and use them in various activities (e.g., make lists; classify words; recognize sight words in simple stories);

ARE2.05L read simple written materials (e.g., pattern books, picture books, recipes, charts, simple stories);

ARE2.06L select books for personal enjoyment, with teacher guidance;

ARE2.07L report on personal reading experiences in various ways (e.g., retell a story; complete a simple reading log; discuss a book with the teacher and/or class).

Using Reading Strategies for Comprehension

ARE3.01L use alphabetical order to sort lists by initial letter;

ARE3.02L use some basic reading strategies to decipher simple texts (e.g., sight recognition of some high- frequency words, knowledge of sound-letter correspondence, contextual clues);

ARE3.03L identify and talk about a variety of text forms (e.g., lists, recipes, stories, letters);

ARE3.04L use picture dictionaries.

Writing
Overall Expectations

AWRV.01L use some basic patterns of standard Canadian English in some simple forms of writing;

AWRV.02L write simple texts following some conventions of standard Canadian English.

Specific Expectations
Developing Beginning Literacy Skills

AWR1.01L print and write the Roman alphabet in upper- and lower-case letters;

AWR1.02L copy phrases and sentences with left-to-right progression.

Developing Accuracy in Written Communication

AWR2.01L produce short, structured pieces of writing (e.g., journal entries, narratives, lists);

AWR2.02L use capitalization and punctuation in simple sentences;

AWR2.03L use common phonics rules and knowledge of simple spelling patterns to spell words (e.g., add a silent *e* when a vowel "says" its own name, as in *hope*; drop a silent *e* before adding an ending, as in *hope/hoping*; double the consonant when adding endings to a "vowel sandwich", as in *hopped/hopping*).

Social and Cultural Competence
Overall Expectations

ASCV.01L demonstrate a beginning awareness and appreciation of Canada's regional and cultural diversity;

ASCV.02L demonstrate adaptation to some key teacher expectations and school routines.

Specific Expectations
Developing Citizenship Awareness and Skills

ASC1.01L demonstrate respect for cultural differences in Canada by showing courtesy and sensitivity to others;

ASC1.02L communicate information about various cultures (e.g., describe naming practices, forms of address, celebrations);

ASC1.03L participate in discussions about family roles and relationships including the role of the adolescent in various cultures;

ASC1.04L demonstrate suitable behaviour in coeducational and/or mixed-age groups (e.g., treat male and female peers with equal respect);

ASC1.05L identify different regions and cultural groups within Canada;

ASC1.06L demonstrate knowledge of some basic facts of Canadian geography (e.g., label provinces and major cities on maps; complete charts showing population statistics of individual provinces and cities);

ASC1.07L demonstrate knowledge of some basic facts about the founding peoples of Canada (e.g., identify various groups of Native peoples and describe key features of their lifestyle before the arrival of Europeans; label a timeline to show key events in the process of European settlement);

ASC1.08L name the regions, provinces, territories, and capital cities of Canada;

ASC1.09L report on school and community events (e.g., school assemblies, sports events, local festivals);

ASC1.10L contribute to teacher-led class discussions about important news events.

Adapting to the School Setting

ASC2.01L find and map important locations in the school and community;

ASC2.02L identify key school and community personnel;

ASC2.03L follow individual school timetables, including special school schedules (e.g., "short period" days);

ASC2.04L follow important school routines (e.g., emergency procedures);

ASC2.05L follow essential classroom routines (e.g., distribute and share classroom resources; listen attentively to instructions and classroom discussions; focus attention on individual tasks);

ASC2.06L work cooperatively with a partner on shared classroom tasks;

ASC2.07L follow some basic study routines (e.g., bring necessary materials to class; organize notebooks; complete homework);

ASC2.08L interact appropriately with peers and teachers in most classroom situations (e.g., offer or ask for help; express disagreement politely).